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ABSTRACT

This comprehensive social studies curriculum unit for fifth grade has three areas of concentration: (1) the history of the newspaper industry, including historical dates and figures and analysis of how the newspaper industry has influenced and shaped the history of the United States; (2) the functions and responsibilities of the departments and roles within a large newspaper corporation, including an in-depth look at how the departments coordinate to produce a daily newspaper product; and (3) a how-to, hands-on section detailing how to produce a class newspaper, incorporating and scaffolding the information learned in the two previous sections. This curriculum unit contains the following chapters: (1) "Unit Overview"; (2) "Rationale"; (3) "Unit Contents"; (4) "Content Analysis" ("Goals," "Generalizations," "Concepts," "Concept Map," and "Facts"); (5) "Michigan Social Studies Standards and Benchmarks"; (6) "Lesson Plans" ("Comics and Cartooning," "The Black Press," "Newspaper Advertising," "Newspaper Reporting," "Information in the Community," and "The Landry News"); (7) "Culminating Experience: Creating a Class Newspaper"; and (8) "Bibliography." (Contains 18 references.) (BT)

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Learning About Newspapers

SO 032 723

Narda C. Black

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Winter 2001
CURR 304
Dr. Deborah Harmon

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Creating A Class Newspaper.

Includes description of event, flyers to advertise newspaper sales to potential readers, a letter to parents and administrators and also certificates of achievement for students upon successful completion of unit. Section also includes a Teacher-designed Introduction to Parents Brochure.

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Learning About Newspapers

Unit Overview

Unit Overview

Learning About Newspapers is a comprehensive social studies curriculum unit that has been developed for the 5th grade level. The unit has three main areas of concentration:

Area One

- The history of the newspaper industry, including key historical dates and figures, as well as analysis of how the newspaper industry has influenced and shaped the history of the United States.

Area Two

- The functions and responsibilities of all of the various departments and roles within a large newspaper corporation are explored. The area also includes an in-depth understanding of how the departments coordinate and come together to produce a daily newspaper product.

Area Three

- How to, hands-on section devoted to understanding how to produce a class newspaper, incorporating and scaffolding all of the information the students have learned about newspapers.

Learning About Newspapers

Unit Rationale

Unit Rationale

There is something magical that happens when a newspaper is created. When ink and paper merge together they create a lot more than the sum of their parts. Newspapers have shaped who we are today and they reflect the communities that they cover. Newspapers as a communication vehicle have more credibility and staying power than all other media: television, radio, even the Internet. Wars have been won and lost over the Freedom of the Press. Communication is power and it will continue to be one of the most important forms of our democracy.

Learning About Newspapers is a very significant 5th grade Social Studies unit because of it's many dimensions and applications to everyday life. It is created from a Constructionist point of view, by creating knowledge from building on previous experience. Some of the key concepts that are addressed in the unit include: the history of the newspaper industry, how communication has shaped our culture and our community, understanding the interdependence of the departments in a newspaper company and showing students how to produce a newspaper in the classroom. This unit is designed for a 5th grade diverse student population in terms of culture, race, language, gender and class.

The central goals of the unit include a broad understanding of how and why the newspaper industry developed, identifying some of the key historical figures in the colorful history of the industry, why communication is so important in our lives and our communities, and how a class can come together to create a newspaper product of their own.

Learning About Newspapers is very relevant to students today for several reasons. Newspapers are tangible products that students can hold and experience first hand. The understanding of how a newsroom operates, what a classified advertisement looks like, who runs the presses, why the paper is delivered in the morning, these are all important, relevant questions that will be answered in the unit. And the answers have relevance and application in today's society.

Learning About Newspapers

Unit Contents

Unit Contents

Learning About Newspapers contains a comprehensive curriculum unit that incorporates a variety of abilities and learning styles. Multiple levels of Bloom's cognitive development are utilized as well as all facets of Gardner's Multiple Intelligences. The unit contains the following:

- A **Direct Instruction** Lesson that focuses on the history and creation of Comic strips, incorporating hands-on student creation of a strip.

- A **Direct Instruction** Lesson that utilizes student analysis and interpretation of the award-winning video The Black Press: Soldiers Without Swords.

- A **Direct Instruction** Lesson that focuses on the evaluation and creation of effective newspaper advertising.

- A **Literature Circle** Lesson the utilizes the Newberry Medal novel The Landry News by Andrew Clements and the assigned student roles of Illustrator, Editor, Wordsmith, Foreign Correspondent and Fact Checker.

- A **Cooperative Learning** Lesson that requires student groups to learn how to create a newspaper feature story. Roles of Photographer, Editor, Reporter and Lay-out Artist are explored.

- An **Inductive/Inquiry** Lesson that stretches the student's imagination to evaluate how information is received and valued in our community.

- A **Culminating Event** that features the production and sale of an actual school newspaper, completely produced by the students.

Learning About Newspapers

Content Analysis

Learning About Newspapers

Goals

Cognitive Goals:

1. Students will be able to understand the history of newspapers and gain an understanding of the events that shaped our nation's newspaper history. (1.1.2) (1.1.3) (1.2.2)

2. Students will be able to identify and examine some of the historical figures that are important in the development of the newspaper industry and analyze why these people became pioneers in the field. (1.1.3) (1.2.3) (1.2.4)

3. Students will be able to compare and contrast the development of different communication styles in various cultures. (1.2.4)

4. Students will be able to explain the steps for writing a newspaper headline, developing an effective lead, writing a story and editing a newspaper article. (4.1.2) (4.2.2)

5. Students will be able to identify an effective photograph for a newspaper article. (4.2.1)

6. Students will be able to describe the process of creating a newspaper comic strip. (4.2.1)

7. Students will be able to explain pagination and discuss the economic constraints that apply to newspapers. (4.2.1)

8. Students will be able to identify and discuss the steps involved with critiquing, evaluating and creating an effective newspaper advertisement. (4.2.1)

9. Students will be able to understand how the various departments of a newspaper come together to create a final product. (2.3.4)

10. Students will be able to understand the circulation and distribution process of a newspaper company. (4.2.2) (4.4.1)

11. Students will be able to critically read and evaluate newspapers as an information source. (4.4.1)

Learning About Newspapers

Affective Goals:

1. Students will be able to develop an appreciation for the need for cooperation that is necessary to produce a newspaper. (4.2.2)

2. Students will be able to appreciate the role that newspapers have played in the history and development of our country. (1.1.2) (1.1.3) (1.2.3) (1.2.4)

3. Students will be able to appreciate the unique and special role that a newspaper plays in their community. (4.4.1) (4.2.2) (4.2.1)

Psychomotor Goals:

1. Students will be able to produce a class newspaper. (4.1.2) (4.1.3) (4.2.1) (4.2.2) (4.4.1)

Generalizations

- Newspapers are an integrated part of our community. There is no other means of communicating as much information, to as many people, as a newspaper. The local newspaper provides a source of community pride and unity. It has credibility and retention that no other information vehicle provides.

- Newspapers are an important part of our history and culture. They have helped shape who we are and what we know by being the first vehicle to provide information to a mass audience. The founders of the newspaper industry were leaders in the development of the Information Age and the Industrial Revolution. Freedom of the press is an important part of our US Constitution and it is protected by the 1st Amendment.

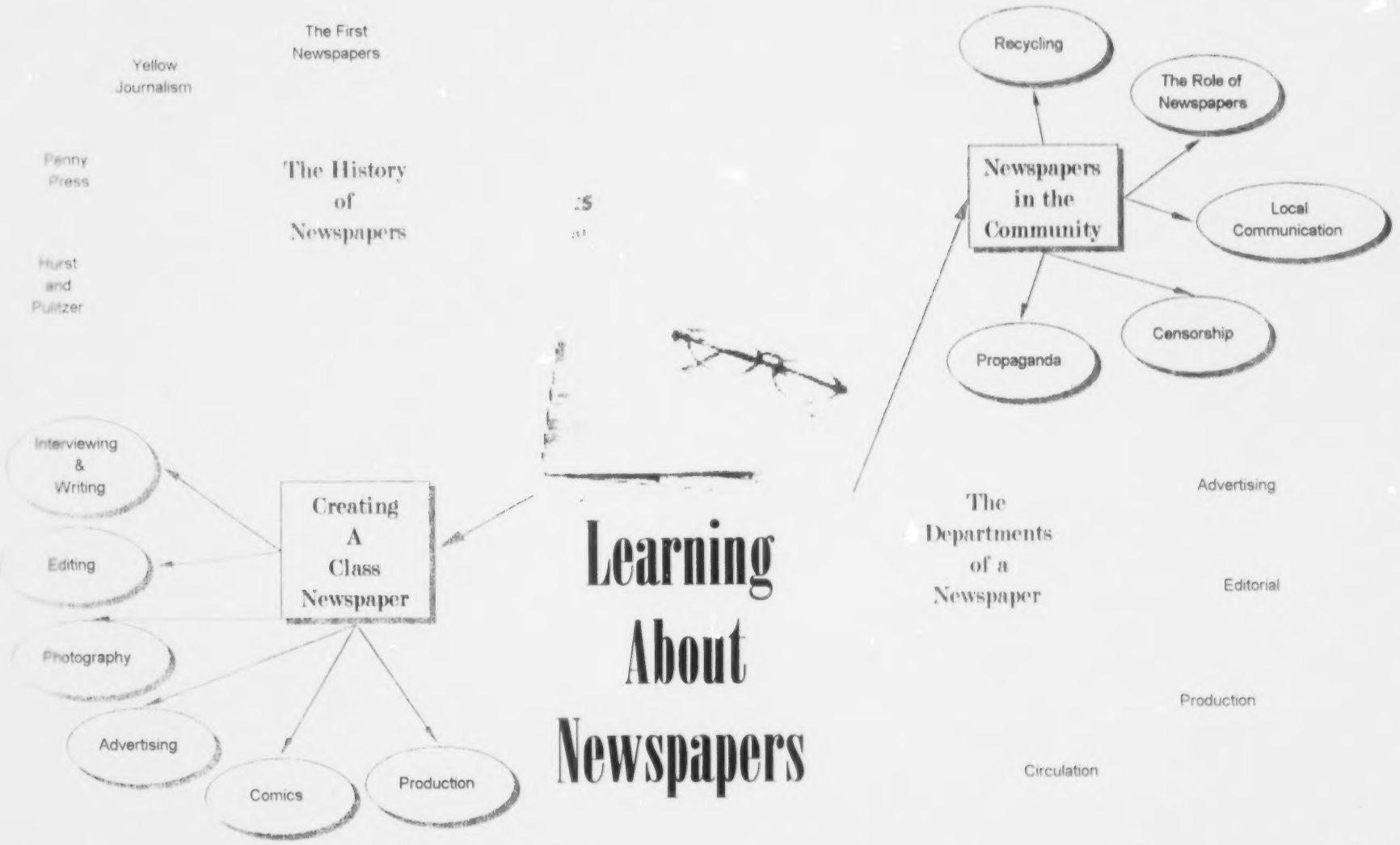
- The departments of a newspaper are intricately woven together to create a daily newspaper product. Without the efficient cooperation and effectiveness of all departments, a newspaper would not be able to deliver a final product. The editorial, advertising, production and circulation departments all work together as a finely run machine.

- A class newspaper can be an important source of communication and pride for students. By creating a class newspaper product, we will be able to understand first hand the complexity and creativity that go into producing a newspaper.

Learning About Newspapers

Concepts

industry
history
yellow journalism
penny press
communication
censorship
propaganda
community
economy
advertising
circulation
headline
budget
comics
opinion
recycling
editorial
layout



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Learning About Newspapers

Facts

- Cave people drew pictures on the walls of their caves.
- These cave illustrations are thought to record important happenings. Other news was passed along by word of mouth.
- Ancient Romans had one of the first newspapers in the world.
- Instead of being delivered door-to-door, it was posted each day in a public place. It told readers what was happening around the huge Roman Empire.
- The first American newspaper appeared on September 25, 1690. It was three pages long and listed government information and news. It only came out once because the publisher didn't have a license to print it.
- Postmaster John Campbell of Boston, Massachusetts printed the first regular newspaper. He wrote the news in letters to friends and sent it through the mail. More people wanted the news and were willing to pay for it, so he started print it.
- Benjamin Franklin was a famous printer and newspaper publisher who became so successful he retired at age 42. He then began careers in science and government.
- Until the 1800s, the only way to get a newspaper was with a subscription. Only the rich could afford them.
- Then came newspapers called the "penny press" and ordinary people could afford to buy a newspaper.
- Joseph Pulitzer was the first to print the Sunday comics in color in his newspaper, The New York World.

- He was involved in a very competitive newspaper battle with William Randolph Hearst.
- The two papers would invent news to help increase circulation. Soon this type of reporting became known as "Yellow Journalism".
- When Joseph Pulitzer died his will created an award for writers, the Pulitzer Prize.
- Ida Wells Barnett (1862-1931) investigated and wrote about the treatment of African Americans long before the civil rights movement of the 1960s.
- She witnessed violent confrontations, and her reports brought the story to thousands of readers.
- Today, there are thousands of newspapers in many languages and in all shapes and sizes.
- In some countries the government suppresses information and sometimes cuts out or blackens newspaper articles it finds offensive. This is called censorship, or control of what the people can read.
- Propaganda is untrue or biased information created by a government or information source to influence opinion.
- Editors assign reporters to cover stories.
- Reporters interview people and obtain information for a story by asking the five W's: Who, What, When, Where and Why?
- Photographers are given assignments by an editor and do not get to decide which pictures will be used in the paper.
- Cartoonists work at least six weeks ahead of time to get their comics into the newspaper.
- Cartoonists have to come up with funny ideas for their comic strip every day.
- Advertising is divided up into two categories: display and classified.
- Advertising is purchased in a special unit of measurement called column inches.
- A standard newspaper page has 6 columns across and 21 inches down, a total of 126 column inches in a full page.

- Classified advertising includes Real Estate, Automotive, and Employment .

- Private parties often purchase classified advertising to advertise a garage sale or a puppy for sale.

- Large or small companies who would like consumers to use their products or services usually buy display advertising.

- An effective display advertisement has four elements:
  Attention, Interest, Desire and Action.

  - Attention- captures the readers eye
  - Interest- gets the reader to continue focusing on the advertisement
  - Desire- creates a demand in the readers mind about the product
  - Action- a call to respond to the message

- Most large newspapers are printed in several different editions.

- Some large papers have International Editions that are sent airmail to foreign countries.

- If an important story breaks during the press run, an Editor can decide to "Stop the Presses!" and change the newspaper.

Learning About Newspapers

Michigan Social Studies Standards and Benchmarks

Michigan Standards

1.1.2 Place major events in the development of their local community and the state of Michigan in chronological order.

1.1.3 Place major events in the early history of the United States in chronological order.

1.2.2 Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States.

1.2.3 Recount the lives and characters from a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.

1.2.4 Identify and explain how individuals in history demonstrated good character and personal virtue.

2.2.2 Describe the location, use and importance of the different kinds of resources and explain how they are created and the consequences of their use.

2.3.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain reasons for the movement.

4.1.1 Identify the opportunity costs in personal decision-making situations.

4.1.2 Use a decision making model to explain a personal choice.

4.2.1 Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.

4.2.2 Distinguish among individual ownership, partnership and corporation.

4.4.1 Explain how prices are determined in a market economy and how they serve as a means of allocating resources.

Learning About Newspapers

Lesson Plans

Learning About Newspapers

Direct Instruction
Comics and Cartooning

Learning About Newspapers

Direct Instruction
Lesson Plan - Comics & Cartooning

PURPOSE

This lesson is designed to help students understand the value and importance of creating a newspaper comic strip. Students will gain an understanding of the thought process and deadline pressure that professional cartoonists must face every day. Students will also be asked to apply the knowledge they have learned by creating their own comic strip panel.

MI STANDARDS

2.2.2 Describe the location, use and importance of the different kinds of resources and explain how they are created and the consequences of their use.

2.3.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain reasons for the movement.

4.2.1 Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.

OBJECTIVES

1. Students will be able to create a newspaper comic strip.
2. Students will be able to understand the process a cartoonist goes through to create a comic strip.
3. Students will be able to appreciate the hard work and dedication that goes into creating a daily newspaper comic strip.
4. Students will be able to understand the colorful history of comic strips and how they have helped to sell newspapers.
5. Students will be able to understand the advanced deadline timeframe of a cartoonist.

MATERIALS

Cartoon character mask or costume
Comic Books
Music from popular Saturday morning cartoon shows
Examples of Sunday and daily comic strips for class (27)
Overhead transparency for pre-assessment word search
EXTRA! EXTRA! The Who, What, When, Where, How and Why of Newspapers by Linda Granfield, Orchard Books, New York.
Cartooning For Kids by Carol Lea Benjamin, Thomas Y. Crowell, New York
The Usborne Young Cartoonist by Judy Tatchell, Usborne Publishing, Ltd.
The Art Of Making Comic Books by Michael Morgan Pellowski, Lerner Publications Company
Snoopy, My Greatest Adventures by Charles Schultz, Sparkler Books
Single panel worksheets
Multi-Panel worksheets
Series & Character Development worksheets
Pencils
Erasers
Crayons

OPENINGS/ANTICIPATORY SET/ PREASSESSMENT

OPENING

I will enter the classroom wearing a comic strip character mask and hat.

Music from popular Saturday morning cartoon shows will be playing in the background.

Students will try to guess what we will be learning about.

PREASSESSMENT:

The 5 W's & Other Fun Facts About Newspapers
(Worksheet attached) with elements of a comic strip to be identified, students try to guess the common theme.

After students have completed Fun Facts worksheet,
I will say "Today we are going to be learning about and creating our own comic strips."

PROCEDURES

1. I will introduce the concept of cartooning.
2. I will discuss the history of yellow journalism and how cartoons helped to sell newspapers.
3. Read the comic section of EXTRA! EXTRA! The Who, What, When, Where, How and Why of Newspapers by Linda Granfield.
4. I will ask students to think about the elements of a good comic strip:
   Character Plot Situation Punch Line
5. I will demonstrate how to create a comic strip character and how to draw a comic strip.
6. Show examples of different drawing techniques in books provided.
7. Ask students to create their own comic strip.
8. Hand out worksheets and distribute materials.

GUIDED PRACTICE

Learners	Struggling Learners	Advanced Learners
Students will create a newspaper comic strip. Write and draw a daily comic strip.	*Students will create a newspaper comic strip.* Work in small groups.	*Students will create a newspaper comic strip.* Create a series of comic strips with character development.

CLOSING

Ask students to demonstrate what they have learned. Students will share with the class the comic strips they have created.

1. What would happen to their characters in the next day's comic strip? How will the characters change over time?
2. Will the Sunday strip be different from the daily one?
3. Will there be products and television shows that will spin-off the strip?
4. What would they be like?
5. What kinds of issues will there characters address?

EXTENDED ACTIVITY

Learners	Struggling Learners	Advanced Learners
Students will create a newspaper comic strip. Write and draw a daily comic strip.	*Students will create a newspaper comic strip.* Work in small groups.	*Students will create a newspaper comic strip.* Create a series of comic strips with character development.
Write a story about your newly created comic strip characters. Discuss the challenges they will face as they grow and develop.	*Write about a comic strip you enjoy reading in the paper. Discuss the challenges they might face as they grow and develop.*	*Many successful comic strips expand into other areas of the media. Expand your comic strip characters to include a television special and a line of merchandise.* *Write a story about your newly created comic strip characters. Discuss the challenges they will face as they grow and develop.*

ASSESSMENT

Learners	Struggling Learners	Advanced Learners
• Pre-assessment • Answers and comments during discussion • Comic Worksheet • Observation of students during creation of comic strip • Discussion during closing • Extended Activities • Post-assessment	• Pre-assessment • Answers and comments during discussion • Comic Worksheet • Observation of students during creation of comic strip • Discussion during closing • Extended Activities • Post-assessment	• Pre-assessment • Answers and comments during discussion • Comic Worksheet • Observation of students during creation of comic strip • Discussion during closing • Extended Activities • Post-assessment
Evaluate activities	*Evaluate activities*	*Evaluate activities*

Learning About Newspapers

The 5 W's & Other Fun Facts About Newspapers!

Say if you agree or disagree with the following statements:

x = Agree **✓ = Disagree**

1. A **reporter** will cover a story by collecting the facts and writing about them.	x	✓
2. The **5 W's** stand for **Wally, Willow, Whisper, Walrus and Whodunit**.	x	✓
3. The margin between two facing pages of the newspaper is called a **gutter**.	x	✓
4. The part of the article where a reporter's name appears is called the **byline**.	x	✓
5. A **dingbat** is a kind of type that is used for decoration.	x	✓
6. The **headline** summarizes what the story is about.	x	✓
7. A story obtained by one newspaper before any others is called a **scoop**.	x	✓
8. To cut away parts of a photograph to make it fit in the paper is called **scaling**.	x	✓
9. A foreign **ambassador** is a reporter who is based in another country.	x	✓
10. A **banner** headline runs across the entire page of a newspaper.	x	✓

Name_____

Learning About Newspapers

Use the squares on this page and several others to create your own comic strip.
Fill the boxes to tell a story.
Make up some characters of your own
or use some from your favorite comic strip.

Name_____

Learning About Newspapers

Use the squares to create your own comic strip.
Fill the boxes to tell a story.
Make up some characters of your own
or use some from your favorite comic strip.

Name_____

Learning About Newspapers

SINGLE PANEL COMIC STRIP WORKSHEET

Use the square below to create a single panel comic of your choice. You may use one of your favorite characters from the newspaper or invent one of your own.

Be creative and have fun!

Learning About Newspapers

Direct Instruction
Video:
The Black Press: Soldiers Without Swords

Learning About Newspapers

Direct Instruction
Lesson Plan - Video:
The Black Press: Soldiers Without Swords

PURPOSE

This lesson is designed to help students understand the value and importance of African American newspapers. Students will gain important knowledge about how black newspapers helped shape the community of the past and the present. Students will also be asked to critically evaluate and discuss the material presented. Answers to questions about how we can try to prevent this type of segregation from happening again will also be explored.

MI STANDARDS

1.1.3 Place major events in the early history of the United States in chronological order.

1.2.2 Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States.

1.2.3 Recount the lives and characters from a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.

1.2.4 Identify and explain how individuals in history demonstrated good character and personal virtue.

2.2.2 Describe the location, use and importance of the different kinds of resources and explain how they are created and the consequences of their use.

2.3.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain reasons for the movement.

OBJECTIVES

1. Students will be able to understand and explain the development and downfall of black newspapers in the United States.

2. Students will be able to explain how segregation laws helped black newspapers grow.

3. Students will be able apply critical thinking to discussion questions about the history of black newspapers in America..

4. Students will be able to identify some of the major figures in the history of black newspapers.

5. Students will be able to develop an affective appreciation for the struggles and difficulties black newspapers had to face as an information source in America.

MATERIALS

Foreign-language newspaper with multiple articles blacked out and deleted.

Video: The Black Press: Soldiers Without Swords
distributed by California Newsreel.

A history of African-American newspapers and journalism from the mid-19th century through the 20th century. With commentary by historians, journalists and photojournalists; tells of struggles against censorship, discrimination and freedom of the press.

Overhead transparency for pre-assessment exercise:
The Comparison Chronicle overhead transparency

THE DOUBLE V Discussion worksheets

YOU BE THE COLUMNIST Worksheet

Pencils
Erasers
Crayons

OPENINGS/ANTICIPATORY SET/ PREASSESSMENT

OPENING

I will enter the classroom holding a foreign-language newspaper that has been cut up, with several feature stories missing.

Slave hymnals will be playing in the background.

I will hand the paper to a student and ask them to read one of the articles that are missing. They will not be able to do this and I will hand the paper to another student, asking them to read the article.

I will announce that "Each student is responsible for all of the material in this newspaper". Naturally there will be some confusion and frustration. I will then explain the concept of censorship. I will show the students how information and literacy can be very powerful tools for changing public opinion and bringing about social change.

PREASSESSMENT:

The Comparison Chronicle
(Worksheet attached) Features comparisons of two very different stories covering the same event. Students will understand how important it can be for a group to have their own voice.

After students have completed **The Comparison Chronicle** Worksheet,
I will say "Today we are going to be learning about the black press in America and their struggles and triumphs in history."

PROCEDURES

1. I will introduce the history of African-American journalism.
2. We will watch the video The Black Press: Soldiers Without Swords.
3. I will stop the video after key historical segments for discussion.
    a. The Black Press Prior to the Civil War
    b. After the Civil War
    c. Post-Reconstruction Era
    d. The Early 1900's
    e. Between WWI and WWII
    f. WWII
    g. The Civil Rights Movement

4. Hand out the THE DOUBLE V Discussion worksheets and distribute materials.
5. Have students work in small groups to respond to and identify the questions raised on the video and the discussion sheets.
6. Groups will disburse and discuss their answers with the class.
7. I will facilitate discussion by prompting and probing when appropriate, based on student responses.
8. Utilizing the **YOU BE THE COLUMNIST** Worksheet, students will create a newspaper column of their own, during the time period of their choice from the video.

GUIDED PRACTICE

Learners	Struggling Learners	Advanced Learners
Students will understand the history of the African-American press. Write a newspaper column from the time period of your choice.	*Students will understand the history of the African-American press* Work in small groups to discuss the history of the black press and the issues they faced..	*Students will understand the history of the African-American press* Create a African-American newspaper article, column and advertisement from the time period of your choice.

CLOSING

Ask students to demonstrate what they have learned. Students will share with the class the newspaper columns they have written.

Some questions for discussion:

1. Why do you think black newspapers died out in the sixties?
2. What could have happened differently that would have prevented them from declining?
3. How important is it to be able to read and write?
4. Why did the US government feel threatened by the black press in the 1940's
5. What might have happened if J. Edgar Hoover had been able to indict black newspaper publishers for treason?
6. How might the North and South look different today if The Great Migration had not happened?

EXTENDED ACTIVITY

Learners	Struggling Learners	Advanced Learners
Students will create a newspaper column from a specific time period in history. Write a newspaper column.	*Students will create a newspaper column from a specific time period in history.* Work in small groups to create a newspaper column and advertisement.	*Students will create a newspaper column from a specific time period in history.* Create an African-American newspaper article, column and advertisement from the time period of your choice.
Write a letter to the editor taking a position on a controversial subject of the time period. *Discuss why it important to you an defend your argument with facts.*	*Create an African-American newspaper advertisement from the time period of your choice.* *Discuss why you think it was important for people to buy that product at that period in history.*	*As a publisher of an African-American newspaper, incorporate your assignments to produce a product to sell to your target market of the time period.* *Describe how important African-American information must have been to African-Americans of your time period in history.* *Explain why you have decided to take the stance and opinions that your newspaper has. Would you accept advertising if it would secure your newspaper's future voice? Or if it would have control and influence over your editorial opinion?*

ASSESSMENT

Learners	Struggling Learners	Advanced Learners
• Pre-assessment • Answers and comments during discussion • Double V Worksheet • You Be The Columnist Worksheet • Observation of students during creation of column • Discussion during closing • Extended Activities • Post-assessment	• Pre-assessment • Answers and comments during discussion • Double V Worksheet • You Be The Columnist Worksheet • Observation of students during creation of column • Discussion during closing • Extended Activities • Post-assessment	• Pre-assessment • Answers and comments during discussion • Double V Worksheet • You Be The Columnist Worksheet • Observation of students during creation of column • Discussion during closing • Extended Activities • Post-assessment
Evaluate activities	*Evaluate activities*	*Evaluate activities*

Learning About Newspapers

The Comparison Chronicle

- Sometimes there is more than one right way to tell the same story.
- Two people can see exactly the same thing and say they saw something else. HOW?
- See if you can come up with a good reason why BOTH columns A and B could be true.

A	B
The gun was fired at 3:00 pm	**The gun was fired at 6:00pm**
I crossed the street on my way home.	**I crossed the street this morning.**
She has blond hair.	**She has light-brown hair.**
He is tall.	**He is short.**
The glass is half full.	**The glass is half empty.**
You look happy.	**You look sad.**

Learning About Newspapers

Name_____

THE DOUBLE V

Discussion worksheet

As we watch the video The Black Press: Soldiers Without Swords we will pause at certain points to discuss the following questions in small groups:

1. The Black Press has been called "The Press of Advocacy". Explain what that means and why it was thought of that way.

2. After the Civil War, there was a burst of communication energy in the black community. Why do you think this happened?

3. The Great Migration was fueled in a large part by black newspapers in the North encouraging Southern Black to move. Do you think this was a good idea? How might the North and South be different today if this had never happened?

4. During World War II the US government tried to stop the black press from disseminating the Double V campaign. Why? What happened?

5. It was said that during the Civil Rights Movement the black press put itself out of business. Do you think that is true? Why?

Learning About Newspapers

Name_____

YOU BE THE COLUMNIST

Worksheet

Imagine you are a Columnist for an African-American newspaper during one of the time periods featured in the video The Black Press: Soldiers Without Swords. Write a column about an important issue of the day. Defend your argument with facts and analysis.

IN MY OWN WORDS..... A NEWSPAPER COLUMN

Learning About Newspapers

Direct Instruction
Advertising

Learning About Newspapers

Direct Instruction
Lesson Plan- Advertising

PURPOSE

This lesson is designed to help students understand the value and importance of newspaper advertising. Students will gain important knowledge about the differences between advertising and editorial in the newspaper. They will gain valuable skills in which to critique advertising for its effectiveness. Students will also be asked to apply the knowledge they have learned by creating their own effective newspaper advertisement.

MI STANDARDS

2.2.2 Describe the location, use and importance of the different kinds of resources and explain how they are created and the consequences of their use.

2.3.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain reasons for the movement.

4.2.1 Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.

OBJECTIVES

1. Students will be able to create an effective newspaper advertisement.
2. Students will be able to understand the differences between retail and classified advertising.
3. Students will be able critique and evaluate newspaper advertising.
4. Students will be able to understand and identify the four key elements of a successful newspaper advertisement.
5. Students will be able to understand the advantages of newspaper advertising as an information source.

MATERIALS

Examples of Sunday and daily newspapers for class (27)

EXTRA! EXTRA! The Who, What, When, Where, How and Why of Newspapers by Linda Granfield.

Overhead transparency for pre-assessment word splash: **HEY YOU!**

Oversized $100 bills for students

$20 US Savings Bond for grand prize

Advertising **AIDA** worksheets

Design-An-Ad worksheets

Pencils
Erasers
Crayons

OPENINGS/ANTICIPATORY SET/ PREASSESSMENT

OPENING

I will enter the classroom with a large stack of oversized $100 bills.

Money, by Pink Floyd will be playing in the background.

I will announce that "Today each student is going to receive a hundred dollars! Each student must read the newspaper and in three minutes decide how they will spend their money."

We will discuss the concepts of value and economy as well as how to utilize newspaper advertisements as an information source.

The class will vote on who has received the best value for their money. The winner will receive a bonus prize – a $20 Savings Bond.

Students will then try to guess what we will be learning about.

PREASSESSMENT:

HEY YOU!
(Worksheet attached) with elements of attention getting newspaper advertising to be identified, students try to guess the common theme.

After students have completed the **HEY YOU!** Worksheet,
I will say "Today we are going to be learning about and creating our own newspaper ads!"

PROCEDURES

1. I will introduce the concept of advertising.
2. I will discuss the how advertising and editorial are different.
3. Read the advertising section of EXTRA! EXTRA! The Who, What, When, Where, How and Why of Newspapers by Linda Granfield.
4. I will explain the elements of an effective newspaper advertisement:
    i. A.I.D.A.
    ii. Attention Interest Desire Action
5. I will demonstrate how to analyze an advertisement for its effectiveness.
6. Show examples of different attention-getting techniques in today's newspaper.
7. Hand out AIDA Worksheets and distribute materials.
8. Have students work in small groups to critique and identify the AIDA elements in an advertisement from today's newspaper
9. Groups will discuss the analysis and evaluation of advertisements with class.
10. Working independently, I will ask students to create their own effective and compelling advertisement for one of their favorite products.
11. Hand out Design-An-Ad Worksheets and distribute materials.
12. Students will exchange ads with another student.
13. Have students critique each other's ads for effectiveness using A.I.D.A.

GUIDED PRACTICE

Learners	Struggling Learners	Advanced Learners
Students will create an effective newspaper advertisement. Write and draw an advertisement for their favorite product.	*Students will create a newspaper advertisement.* Work in small groups.	*Students will create a newspaper campaign.* Create an overall advertising campaign with different media, including radio, TV and direct mail.

CLOSING

Ask students to demonstrate what they have learned. The student groups will share with the class the advertisements they have created and the critique of the other group's advertisement.

Some questions for discussion:

1. What are some of the best ways to make sure you spend your consumer dollars effectively?
2. How do you recognize the truth in advertising?
3. How is your product unique and why would people want to buy it?
4. How would you advertise this product in other media? Radio? TV? Mail?
5. What would some supplemental or support products look like?

EXTENDED ACTIVITY

Learners	Struggling Learners	Advanced Learners
Students will create a newspaper advertisement. Write and draw a newspaper advertisement.	*Students will create a newspaper advertisement.* Work in small groups.	*Students will create a newspaper advertisement.* Create a comprehensive, multi-media advertising campaign.
Write a position statement about your new product. *Discuss why it is unique and why other people should buy it. Define your target market and explain how you will reach them.*	*Write about one of your favorite products and advertisements.* *Discuss what you like about it and why. How might you improve upon it and make it better?*	*Almost all effective advertising campaigns utilize a mix of media. Incorporating the strengths of each communication vehicle, expand your advertising message to include Radio, TV, Billboard and Direct Mail.* *Write a position statement about your new product and defend why it is unique in the marketplace. Define your target market and explain how you will reach them.*

ASSESSMENT

Learners	Struggling Learners	Advanced Learners
• Pre-assessment • Answers and comments during discussion • AIDA Worksheet • Design-An-Ad Worksheet • Observation of students during creation of advertisement • Discussion during closing • Extended Activities • Post-assessment	• Pre-assessment • Answers and comments during discussion • AIDA Worksheet • Design-An-Ad Worksheet • Observation of students during creation of advertisement • Discussion during closing • Extended Activities • Post-assessment	• Pre-assessment • Answers and comments during discussion • AIDA Worksheet • Design-An-Ad Worksheet • Observation of students during creation of advertisement • Discussion during closing • Extended Activities • Post-assessment
Evaluate activities	*Evaluate activities*	*Evaluate activities*

Learning About Newspapers

HEY YOU!

See if you can figure out what all of these things have in common:

SALE NEW FREE

Everybody's got one 50% Off and MORE!

IMPROVED *BUY NOW*

GUARANTEED

Call Now Don't Wait

IT'S GREAT!

HURRY Sale Ends Tonight

Come on Down

Learning About Newspapers

Name_____

A.I.D.A.

Attention Interest Desire and Action are the four steps that are in all effective newspaper advertisements.

- Pick an ad from today's paper and evaluate it here for AIDA.
- Staple the ad to this worksheet before you turn it in.

Attention: to catch my eye the ad does this.....

Interest: to keep my interest the ad does this.....

Desire: to get me to want the product the ad does this.....

Action: to get me to act the ad does this.....

Learning About Newspapers

Name_____

Design-An-Ad

Now it's your turn to be **CREATIVE!**

- Pick one of your favorite products that you can design an ad for. Things like the cereal you like the most, the best book you ever read or your favorite toy would be good choices.
- In the space below, design an effective advertisement for that product.
- Don't forget to make sure you include all the A.I.D.A. elements in your ad.

Learning About Newspapers

Cooperative Learning: Creating A Feature Story

Learning About Newspapers

Cooperative Learning Lesson Plan

PURPOSE/RATIONALE

This cooperative learning lesson is designed to introduce students to the process of creating a newspaper feature story. The roles and responsibilities of writer, photographer, editor and layout artist will be explored and developed. Through the use cooperative learning, the students will gain an understanding of each role in the process of producing a newspaper story and how each individual contributes to produce an essential part of the final product.

MI STANDARDS

2.2.2 Describe the location, use and importance of the different kinds of resources and explain how they are created and the consequences of their use.

2.3.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain reasons for the movement.

4.1.2 Identify the opportunity costs in personal decision-making situations.

4.1.3 Use a decision making model to explain a personal choice.

4.2.1 Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.

4.4.1 Explain how prices are determined in a market economy and how they serve as a means of allocating resources.

STUDENT COMPOSITION

This classroom consists of a diverse community of 20 student learners from various lifestyles. They have different cultures, histories, languages and beliefs.

INSTRUCTIONAL OBJECTIVES

1. Students will be able to create a newspaper feature story.

2. Students will be able to understand the process a photographer, writer, editor and layout artist goes through to create a newspaper feature story.

3. Students will be able to appreciate the hard work and dedication that goes into creating a daily newspaper feature story.

4. Students will be able to understand some of the history of the newspaper industry and journalism.

5. Students will be able to understand the five W's of journalism: The who, what, when, where, how and why?

6. Students will be able to understand the deadline pressure and timeframe that a newspaper must face.

7. Students will gain an understanding of how to work well as a team and function effectively within specific time constraints.

MATERIALS

Expert Teams

Photographer's Work Guide
Disposable Polaroid Cameras (5)
Photographer's Self-Evaluation

Editor's Work Guide
Red Grease Pens (5)
Editor's Self-Evaluation

Lay-out Artist's Work Guide
Lay-out Grid Sheets (5)
Lay-out Artist's Self-Evaluation

Reporter's Work Guide
Pocket Spiral Notebooks (5)
Reporter's Self-Evaluation

Home Team Group Evaluation

Fire Scene Soundtrack
Green Banker's Visor
Fireman's Hat and Jacket
The 5 W's & Other Fun Facts About Newspapers
Overhead/Worksheet
Examples of feature stories in current newspapers (25)
EXTRA! EXTRA! The Who, What, When, Where, How and Why of Newspapers by Linda Granfield, Orchard Books, New York.
Pencils
Erasers
Crayons

OPENINGS/ANTICIPATORY SET/ PREASSESSMENT

OPENING

The students will enter the classroom with a Fire Scene soundtrack, loud sirens, shouting, horns, alarms and general commotion being played on a boom box.

I will enter the classroom wearing firemen's hat and jacket.

I will tell them that there has been a "make-believe" fire at the Pickle Factory in Busytown, and we need to divide up into groups so we can
find out about it,
photograph it,
report about it
and get it into the newspaper–
as quickly as we can!

PREASSESSMENT:

The 5 W's & Other Fun Facts About Newspapers

Worksheet/Overhead

Students will try and guess what the five W's stand for and other fun newspaper facts.

After students have completed the worksheet,
I will say "Today we are going to be learning about, and creating, our own **newspaper front page**!"

Learning About Newspapers

The 5 W's & Other Fun Facts About Newspapers!

Say if you agree or disagree with the following statements:

x = Agree **✓ = Disagree**

1. A **reporter** will cover a story by collecting the facts and writing about them.	x	✓
2. The **5 W's** stand for **Wally, Willow, Whisper, Walrus and Whodunit**.	x	✓
3. The margin between two facing pages of the newspaper is called a **gutter**.	x	✓
4. The part of the article where a reporter's name appears is called the **byline**.	x	✓
5. A **dingbat** is a kind of type that is used for decoration.	x	✓
6. The **headline** summarizes what the story is about.	x	✓
7. A story obtained by one newspaper before any others is called a **scoop**.	x	✓
8. To cut away parts of a photograph to make it fit in the paper is called **scaling**.	x	✓
9. A foreign **ambassador** is a reporter who is based in another country.	x	✓
10. A **banner** headline runs across the entire page of a newspaper.	x	✓

GROUP COMPOSITION

Students will be grouped into a **jigsaw** configuration for this cooperative learning exercise. Students will be grouped heterogeneously according to their ability and with how well they work with certain students. Each group will have an equal amount of advanced learners in each group. There will be a total of five home teams with four different expert members in each.

Home team 1
Photographer
Editor
Reporter
Layout Artist

HOME TEAM 2
Photographer
Editor
Reporter
Layout Artist

Home team 3
Photographer
Editor
Reporter
Layout Artist

HOME TEAM 4
Photographer
Editor
Reporter
Layout Artist

Home team 5
Photographer
Editor
Reporter
Layout Artist

The task of each Home Team is to collaboratively produce a newspaper front page with the information and materials that have been provided.

The role of each expert group member will be as follows:

Expert Group One:	Photographers
Expert Group Two:	Reporters
Expert Group Three:	Editors
Expert Group Four:	Layout Artists

I will then have the students move into their Home Team groups. The groups will then select a name for their newspaper and create a slogan for it.

PROCEDURES

1. I will discuss the history of journalism and how newspapers have evolved from colonial times.

2. I will introduce the concept of how a newspaper story is produced and the steps that the information goes through to get into the paper.

3. I will read the reporting, editing and paste-up sections of EXTRA! EXTRA! The Who, What, When, Where, How and Why of Newspapers by Linda Granfield, (pgs. 23-31).

4. I will ask students to think about the elements of a good news story.

5. I will define the roles of each of the experts in the Home Team and explain the work guide for each expert group.

6. We will randomly call off numbers one through four to determine who will be which expert in each Home Team.

7. Students will then disburse into their expert groups.

8. Students will gather information and share knowledge among the expert groups.

9. Students will meet back in their Home Teams and report on what they have learned.

10. Students will produce a newspaper front page as a Home Team.

SOCIAL SKILL TRAINING

I will explain to the students that some of the important goals from this lesson are learning to respect each other and being able to work together as a team to accomplish a goal. I will ask to students what they can do before we get started to make sure they are contributing to their Home Team and their expert group. I will let them know that after we have produced our newspaper stories, we will be filling out individual and group evaluations.

CHECK FOR UNDERSTANDING

I will have one expert from each group paraphrase the roles after I have presented the information. I will ask the students if they are sure they understand their assignments. I will circulate around the room during expert learning to make sure the groups are functioning properly. I will observe, interact and discuss the goals with the expert groups, as needed.

At deadline, when the experts have finished their group work, the students will transition back into their Home Teams. They will then proceed to teach each of the Home Team members what they have learned about their specific task. This skill and knowledge will then be applied to produce a newspaper front page. The final product will then be shared with the class.

POSITIVE INTERDEPENDENCE

Explain that each Home Team has a writer, a photographer, an editor and a lay-out artist.

The Photographer

Teacher holds up camera equipment.

The Photographer takes pictures of the scene and records the information on film. She tries to capture the "essence" of the story in a picture. Teacher will explain how to operate the disposable Polaroid camera equipment.

The Writer

Teacher holds up pocket spiral notebook.

The Writer is responsible for getting the facts and sorting through a lot of information for the story. He has to decide what is the most important thing in the story for the lead. The writer is also responsible for creating a non-bias report of what really happened. The writer also has to write a compelling headline for the story. Teacher will explain how to ask probing interview questions and show how to utilize the pocket spiral notebook.

The Editor

Teacher holds up a red grease pen and puts on a green banker's visor.

The Editor is responsible for prioritizing all of the information and deciding what stories are important and which ones are not. She helps the writers and photographers decide what is important for the story. She chooses which photograph will be used for the story and how long the article will be.

The Lay-out Artist

Teacher holds up a sheet of lay-out paper and pencils.

The Lay-out artist is responsible for the physical look and graphic design of the front page. He has to balance all of the stories and headlines to fit into the space constraints. The artist gets to decide how large the columns should be and what the masthead of the newspaper will look like.

Each group will be responsible for working cooperatively to ultimately produce a newspaper front page. After each expert has mastered their material, the Home Team will come together and commence putting together their final product.

TEAM ACCOUNTABILITY

Students return to their Home Team and share what they have learned within their expert groups. They will show their pictures, stories, editing skills and lay-out designs to each other. They will describe each other's roles and understand how vital everyone is for a final newspaper to be produced.

The teams will fill out group evaluations. (Form attached.)

INDIVIDUAL ACCOUNTABILITY

For homework, students will create a new version of the front page newspaper product, demonstrating knowledge in all expert areas. The homework should include a summary of at least one main point from each expert subject area.

REFLECTION/SELF EVALUATION

The students will fill out a reflection/self-assessment evaluation form, based upon their expert role. The class will then discuss the things they liked and disliked about the project and some things they might so differently next time. (Forms Attached.)

Learning About Newspapers

Name_____

The Photographer - Individual Reflection

Directions: Rate your self as an expert photographer on a five point scale.

	Yes		With help		Not really
Did you understand what your role was in the group?	5	4	3	2	1
Did you enjoy taking pictures?	5	4	3	2	1
Did you stay on task during the assignment?	5	4	3	2	1
Did you actively listen to the other Home Team members?	5	4	3	2	1
Did you participate in the front page assignment?	5	4	3	2	1

If I could do **one** thing differently on this project I would

_____.

Learning About Newspapers

Name_____

The Writer - Individual Reflection

Directions: Rate your self as an expert writer on a five point scale.

	Yes		With help		Not really
Did you understand what your role was in the group?	5	4	3	2	1
Did you enjoy writing the story?	5	4	3	2	1
Did you stay on task during the assignment?	5	4	3	2	1
Did you actively listen to the other Home Team members?	5	4	3	2	1
Did you participate in the front page assignment?	5	4	3	2	1

If I could do **one** thing differently on this project I would

_____.

Learning About Newspapers

Name_____

The Editor –Individual Reflection

Directions: Rate your self as an expert editor on a five point scale.

	Yes			With help	Not really
Did you understand what your role was in the group?	5	4	3	2	1
Did you enjoy editing the paper?	5	4	3	2	1
Did you stay on task during the assignment?	5	4	3	2	1
Did you actively listen to the other Home Team members?	5	4	3	2	1
Did you participate in the front page assignment?	5	4	3	2	1

If I could do **one** thing differently on this project I would

_____

Learning About Newspapers

Name_____

The Lay-out Artist -Individual Reflection

Directions: Rate your self as an expert lay-out artist on a five point scale.

	Yes				With help / Not really
Did you understand what your role was in the group?	5	4	3	2	1
Did you enjoy being an artist?	5	4	3	2	1
Did you stay on task during the assignment?	5	4	3	2	1
Did you actively listen to the other Home Team members?	5	4	3	2	1
Did you participate in the front page assignment?	5	4	3	2	1

If I could do **one** thing differently on this project I would

_____.

Learning About Newspapers

Name _____

Group Name _____

Home Team Group Evaluation

Directions: Rate how well your group worked together on a five point scale.

	Yes		With help		Not really
Did each group member complete his or her role?	5	4	3	2	1
We took turns sharing ideas and listening to each other.	5	4	3	2	1
We worked well together to produce our front page.	5	4	3	2	1
I enjoyed doing this activity.	5	4	3	2	1
I learned a lot about newspapers, my group, and myself.	5	4	3	2	1

If my group could have done **one** thing differently on this project it was…

_____.

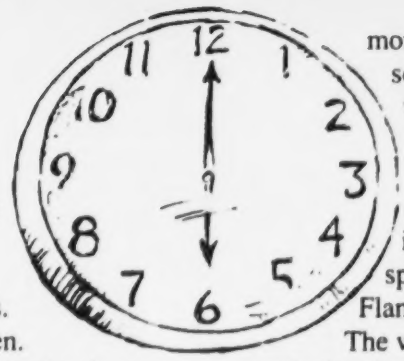
Learning About Newspapers

The Lay-out Artist

Expert Packet

The Lay-out artist is responsible for the physical look and graphic design of the front page. He has to balance all of the stories and headlines to fit into the space constraints. The artist gets to decide how large the columns should be and what the masthead of the newspaper will look like.

6:00 p.m.
Fine-tuning the news



By dinnertime, the front page is ready. Since the afternoon meeting, there have been some changes; some of the stories the News editor selected have been bumped off the front page and moved to inside pages. Headlines and leads have been written. Headlines have to grab the reader's attention in a very few words: "Pretty Polly's a vocal bird," "Officials baffled by school cave-in." The lead is the opening to a story and summarizes the whole article.

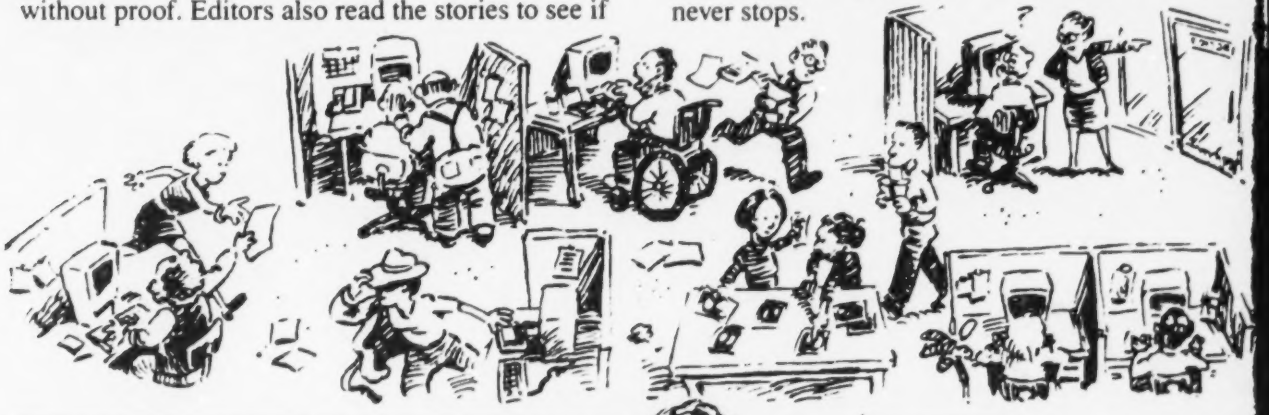
Throughout the day, stories have been edited and fact-checked. Editors check for typos, misspellings, incorrect grammar and awkward sentences. They are on the lookout for anything that might cause legal problems for the newspaper. For example, a newspaper can't accuse a politician of being a thief without proof. Editors also read the stories to see if more information is needed and sometimes jazz up stories to make them more readable — all in an incredibly short time.

A fact-checker may contact story sources to double-check the information in an article. Does Polly speak 500 words, or is it 300? Is Flanagan spelled Flannaghan?

The wire services are checked over and over for late-breaking news that might mean changes for the front page yet again.

Editors decide how much space to fill with their choice of photographs, illustrations, graphs and maps. Finally, everything is ready to go to the composing room, where the bits and pieces are put together for printing.

The jobs of the editors and reporters are done. Tuesday morning's paper is taken care of, but they must begin to think about Wednesday's paper. Work on a newspaper never stops because the *news* never stops.



Designing the news

Throughout the day, articles, ads and photos are selected, edited and prepared for publication. As the material for a page comes together, that page is designed.

First, in the cut room, the ads are positioned on the blank pages. Once the ads are in place, the pages go back to the editors responsible for them. Now they know just how much space is left for articles and photos.

In many newspapers, everything is done on computers. The ad layout designer transmits the page with ads in position to the editor's computer. The editor inserts stories and headlines after the stories have been edited.

Next the pages (already put together) are sent by computer from the editorial floor to the composing room. With computer technology, some newspapers can compose the pages at their head office and then transmit photo images of the pages to a press building miles away to be printed. (In the near future, an editor will be able to send the image of a page directly from a computer terminal to the press, without any steps in between.)

When it's time to finalize the composition of the pages, the last pages of the newspaper are usually worked on first. The front page is left until the end, so that any important last-minute stories can be inserted just before printing.

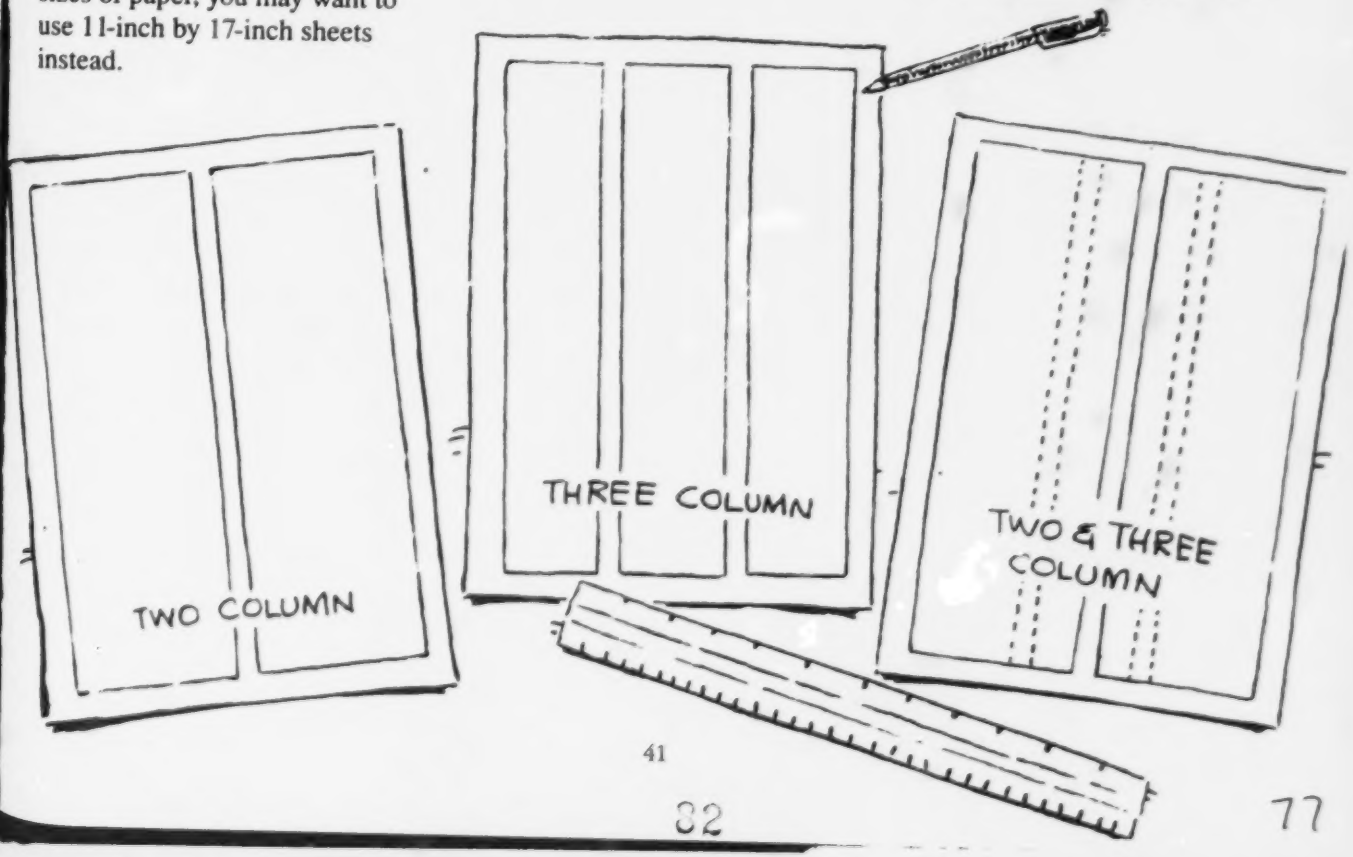
2. Create a "look"

Your paper has a name — now it needs a "look."

Newspapers come in all shapes and sizes. Since you'll want to photocopy your paper, the easiest format is $8\frac{1}{2}$ inches by 11 inches. If your copier prints on different sizes of paper, you may want to use 11-inch by 17-inch sheets instead.

How many columns of type will your newspaper have? The *Chronicle* (see page 43) has six columns. For a smaller format, you might want to try two or three columns — or a combination of both.

Draw up a master layout sheet showing where the columns will go. Use a dark pen. Later, when you are ready to assemble your newspaper, you will place sheets of paper over this master layout sheet and use it as a guideline.



82

77

Now you're ready to design your front page. The flag is the paper's name, which appears at the top of page 1. Use bold, attention-grabbing lettering for your newspaper's flag. Draw or stencil it. Visit a newsstand to get some ideas.

Experiment with different headline styles. You might use two or three different lettering styles. Try bold lettering for the hard news stories and finer lettering for other articles.

Choose headings for the different sections (Sports, Entertainment, etc.). Have some fun with these.

And don't forget to design a masthead. Your readers will want to know who you are.

Front page puzzle

The *Chronicle*'s front page is like a puzzle made up of many different pieces. You can use any or all of these pieces to make your paper look like a real newspaper.

A. *Ears* — The name of the paper is balanced by a brief weather report on one side and a guide to the paper on the other.

B. *Flag* — The name of the paper.

C. *Folio line* — The issue number, the day of the week, the date, the number of pages and the cost of the paper.

D. *Lead story* — Many newspapers print the lead story on the right side of the page. Some papers highlight the lead story with dark borders and place it elsewhere on the page.

E. *Byline* — The reporter's name.

F. *Off-lead* — A story second in prominence to the lead story.

G. *Play picture* — A photograph given a prominent position on the page.

H. *Caption* — A brief explanation of the photograph.

I. *Dateline* — Where a story is from.

If you look at other newspapers, you'll notice the puzzle pieces may be in different places. For example, an *ear* may have become part of an index (table of contents) in a lower corner. Each front page, including yours, will have its own design.

The Beacon St. Herald

Published at Beacon Street School, 15 Beacon Street, Clairville
Established 1993
Circulation 75

Wednesday, February 10, 1993

JENNIFER WONG/BRIAN SMILEY, Editors
JIM TENAKA/CONNIE LOPEZ, Writers
MICHAEL JEHAN/SARAH KING, Design
BRIDGET SHANNON, Photography

78

165 years ago...

The white spaces around the edge of the page are called margins. Old newspapers often had very small margins. Paper was expensive and not an inch could be wasted. Printers covered every bit of the paper with such tiny type that the newspaper looked like a black blur, until you got close enough to read it.

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8. Page makeup

Now you're ready to make up, or lay out, your newspaper pages. Put a blank piece of paper over your master layout sheet. You should be able to see the lines from your master through it.

• Start with the front page. Place your flag, ears and other front-page elements where you want them. Leave room for an index. Don't glue anything down yet.

• Add your most important news stories — the ones that will grab a reader's attention. Don't forget to leave room for photos and headlines. Any article that is too long for the front page can be cut and continued on another page.

Carefully set aside the front page and move along to the other pages of your newspaper. One by one, fill them with ads, articles and visuals like photos, comics, etc. Think of your newspaper as a jigsaw puzzle. If a piece doesn't fit in one place, move it to another until all the pages are filled. You may need some "fillers" — jokes, free ads for good causes, silly stories — to fill holes in your layouts.

• When the entire newspaper has been laid out, glue the articles down. Put plenty of glue on the corners of articles. If they're not flat, the photocopier will make shadows on the finished newspaper page.

• Number the pages and compile an index. Remember you left space for it on the front page.

INDEX
Births 10
Books 8
Classifieds 9
Comics 7
Editorials 4
Letters 4
Sports 6

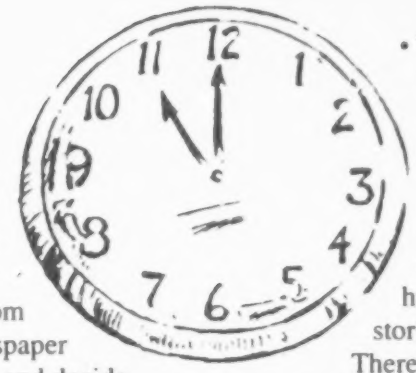
Learning About Newspapers

The Editor

Expert Packet

The Editor is responsible for prioritizing all of the information and deciding what stories are important and which ones are not. She helps the writers and photographers decide what is important for the story. She chooses which photograph will be used for the story and how long the article will be.

11:00 a.m.
Meet and plan



It's a miserable, rainy Monday morning, and people are clutching mugs of steaming coffee as they enter the meeting room. It's time to organize the next day's morning edition of the *Chronicle*. Editors from the various departments of the newspaper sort through information and ideas, and decide what will go into the paper. There are hundreds of possible news items — and not enough space in the paper to print them all.

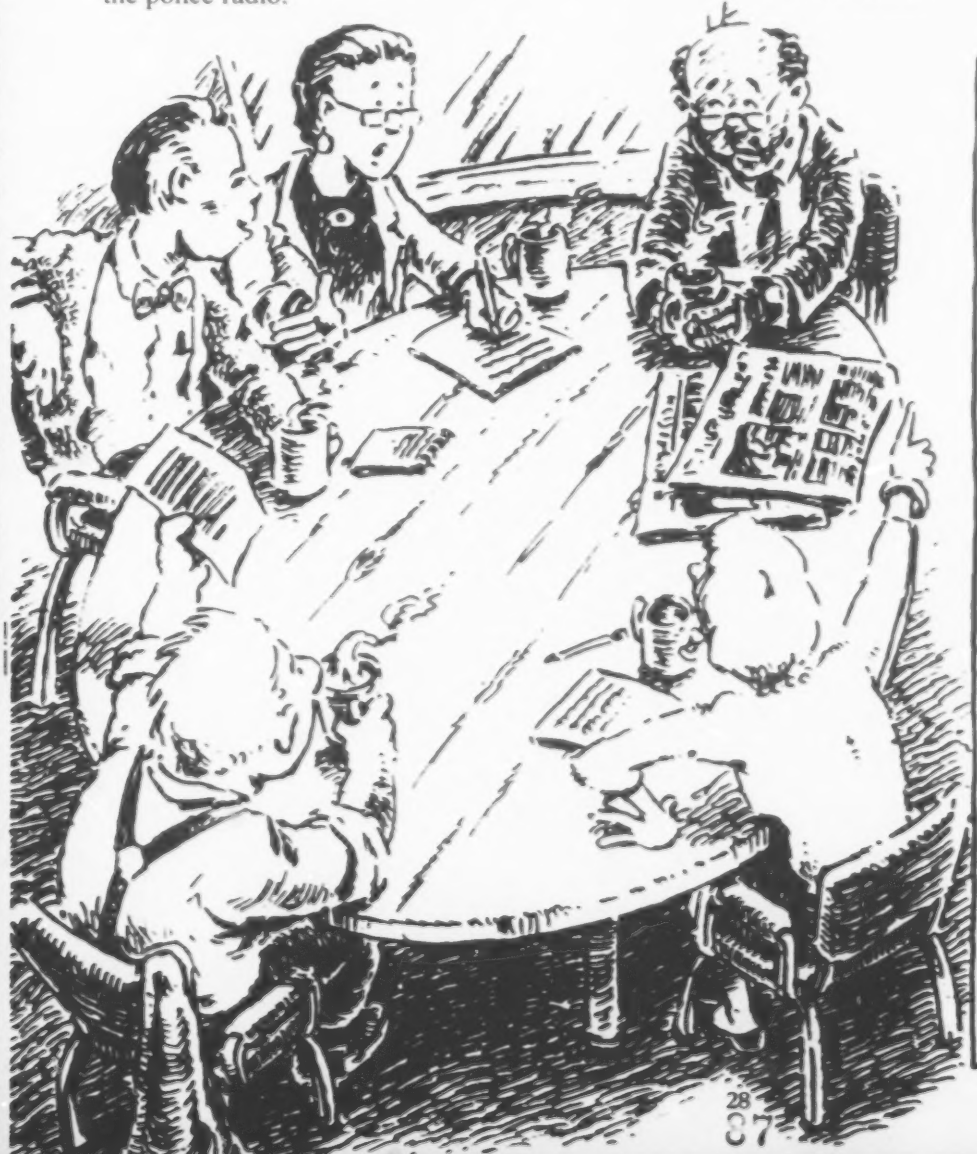
• The National editor finds out that the president will make an important speech about the economy.

• The City editor has just picked up a robbery on the police radio.

• The Foreign editor checks the wire service — a volcano is erupting in the South Pacific and lives may be lost.

The most important stories will get the most coverage. Editors debate which stories should make the front page. Some quick decisions have to be made. The more serious stories are called "hard" stories. There'll be room for "soft" stories, too — the visit of Princess Zenobia, the 103rd birthday of Mrs. Elizabeth Hubbard and an interview with a parrot who reportedly can speak 500 words. And what's new from the local theaters?

By the end of the morning meeting, the editors have a good idea of what will be going into Tuesday's paper. But more exciting stories can break during the next 12 hours!



GETTING IT DOWN

When reporters are covering a story, or interviewing someone, they may use speed writing to get the facts down quickly. Some reporters carry tape recorders, too, so they can double-check the facts later.

Let's say you found entertainment writer Jimmy Dean's notes for a Three Beets rock concert interview.

TB – th anning f th sng is rd imprnt — we wrtkd 2 shwr fns wht we cld do wth r new symthzrs — th rcd cmpny lkd th snd + we thght th albm wld sell lk crz.

Can you "decode" Jimmy's notes? Hint: try adding some vowels. (The answer is on page 71.)

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3:30 p.m.
Back at the office

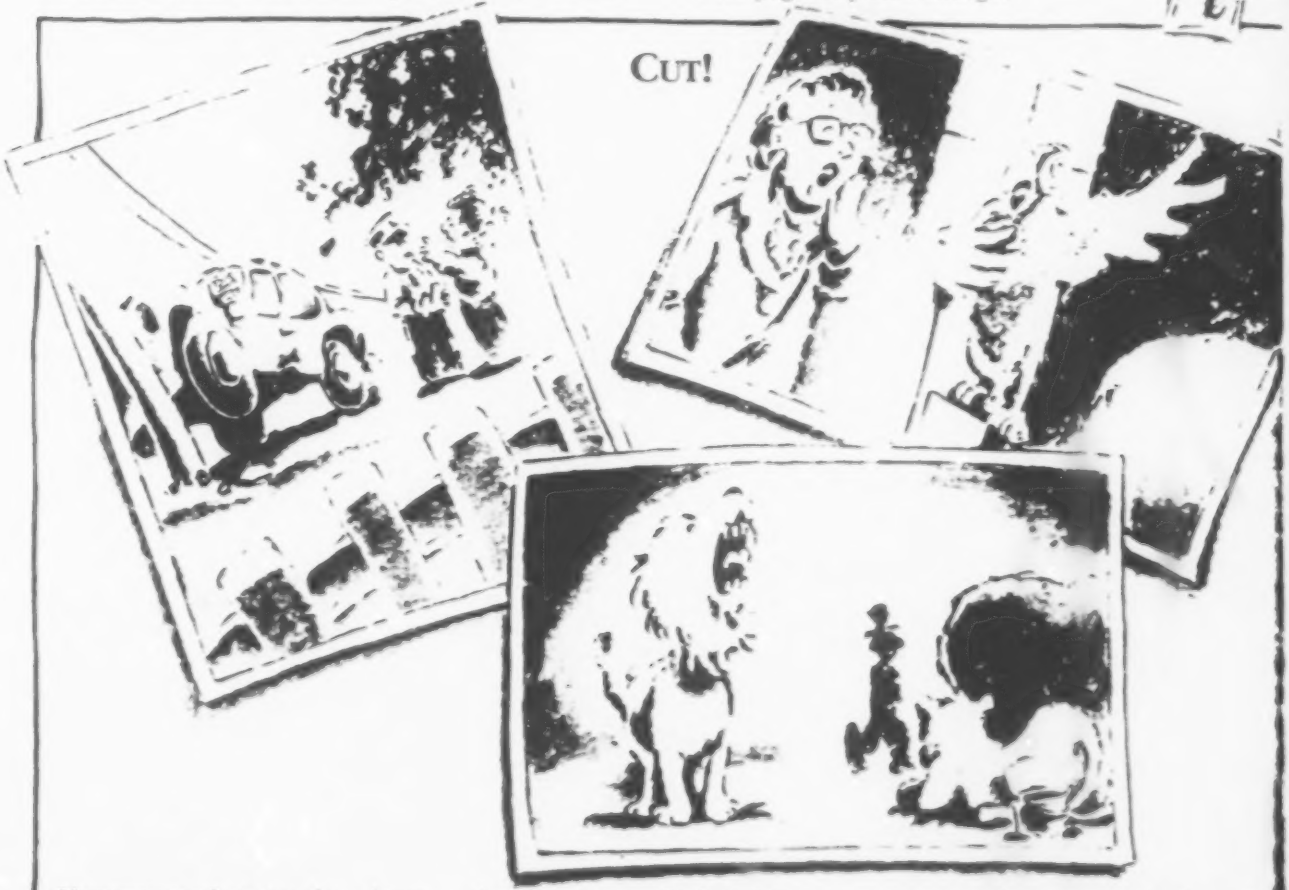
The rain has stopped. The editors are meeting again. Some stories have fallen through. New stories have come up. It's time for some major decision-making and maybe some raised voices.

The News editor is very anxious. Ten stories are competing for front-page coverage. There's only room for six. Marcel Benoit's editor rushes in with the news that the robbery was a nonstory.

"But I've got a roof cave-in at Hillside Elementary," he explains.

It's usually the News editor's job to make the final decision about what goes on the front page and what doesn't. He or she listens while the other editors try to "sell" their stories. Which ones wil be chosen? What will best attract and inform the paper's readers? Articles are thrown out and more are selected.

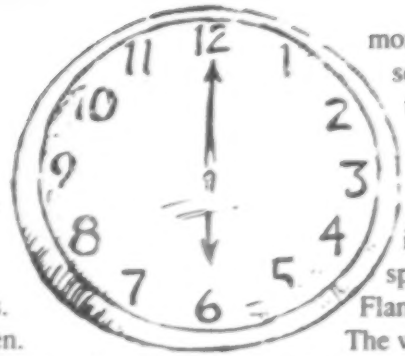
The News editor wants a balance of local, national and international stories — and there are photographs to consider. The News editor makes the front-page selections — but the front page may still change.



Newspaper photographers have been racing around town looking for great photos of important news stories. Here's a group of photos an editor might consider for the newspaper. *You* can be the editor! Choose the picture you think is the most dramatic. Cut a rectangle measuring 1⅜ inches by 2¼ inches out of the center of a sheet of paper. Use the cutout section to crop the picture you like.

Move the rectangular "frame" around until you've eliminated any distractions and have found the best part of the photo. The cropped photograph will have a lot more impact.

6:00 p.m.
Fine-tuning the news



By dinnertime, the front page is ready. Since the afternoon meeting, there have been some changes; some of the stories the News editor selected have been bumped off the front page and moved to inside pages. Headlines and leads have been written. Headlines have to grab the reader's attention in a very few words: "Pretty Polly's a vocal bird," "Officials baffled by school cave-in." The lead is the opening to a story and summarizes the whole article.

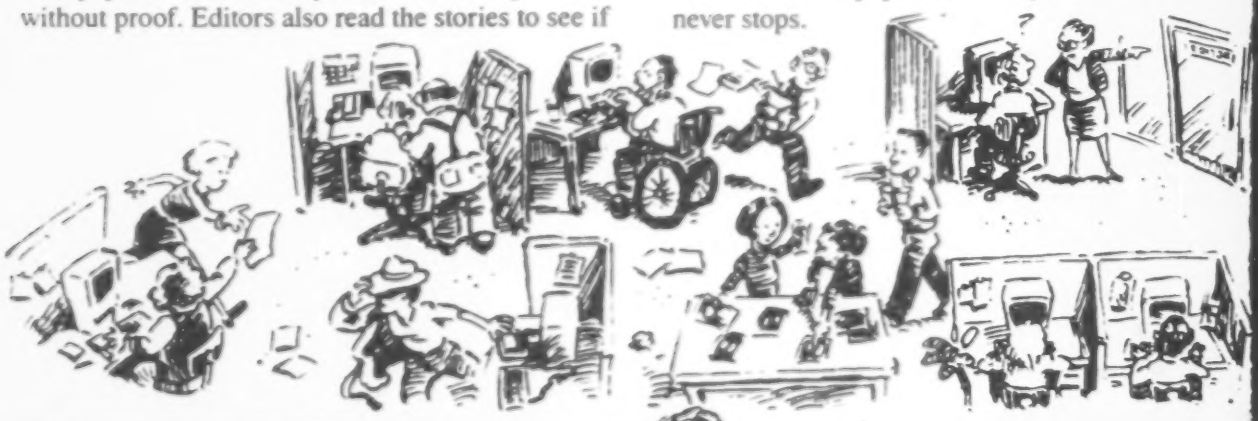
Throughout the day, stories have been edited and fact-checked. Editors check for typos, misspellings, incorrect grammar and awkward sentences. They are on the lookout for anything that might cause legal problems for the newspaper. For example, a newspaper can't accuse a politician of being a thief without proof. Editors also read the stories to see if more information is needed and sometimes jazz up stories to make them more readable — all in an incredibly short time.

A fact-checker may contact story sources to double-check the information in an article. Does Polly speak 500 words, or is it 300? Is Flanagan spelled Flannaghan?

The wire services are checked over and over for late-breaking news that might mean changes for the front page yet again.

Editors decide how much space to fill with their choice of photographs, illustrations, graphs and maps. Finally, everything is ready to go to the composing room, where the bits and pieces are put together for printing.

The jobs of the editors and reporters are done. Tuesday morning's paper is taken care of, but they must begin to think about Wednesday's paper. Work on a newspaper never stops because the *news* never stops.



Designing the news

Throughout the day, articles, ads and photos are selected, edited and prepared for publication. As the material for a page comes together, that page is designed.

First, in the cut room, the ads are positioned on the blank pages. Once the ads are in place, the pages go back to the editors responsible for them. Now they know just how much space is left for articles and photos.

In many newspapers, everything is done on computers. The ad layout designer transmits the page with ads in position to the editor's computer. The editor inserts stories and headlines after the stories have been edited.

Next the pages (already put together) are sent by computer from the editorial floor to the composing room. With computer technology, some newspapers can compose the pages at their head office and then transmit photo images of the pages to a press building miles away to be printed. (In the near future, an editor will be able to send the image of a page directly from a computer terminal to the press, without any steps in between.)

When it's time to finalize the composition of the pages, the last pages of the newspaper are usually worked on first. The front page is left until the end, so that any important last-minute stories can be inserted just before printing.

6. Edit the stories

If someone tells you she's going to "blue-pencil" your article, it means that she will edit what you have written. Blue pencils were once used by editors to mark errors, suggestions and rearrangements in articles.

It can be discouraging to get an article back from an editor and see lots of changes. "I did my best work," you might say, "and look at what the editor did to it." That's when it's time to take a deep breath and remember that an editor is serving the readers and not you or herself. The editor is helping you put your best work on paper.

On your newspaper, reporters might try editing each other's articles.

ON YOUR MARK ...

Editors use special marks, like a code, to make changes and fix errors. The person who types or inputs the article into a computer knows what each mark means. If you're feeling really confident, try using these editing marks when you proofread your rough copy:

- **caret** (insert mark) — something has been added
  The editor may find out that ...
- **delete** — something is taken out
  Let's follow the staff of a city paper.
- **add a period**
  Later, the editor calls him
- **transpose** — exchange places
  ... wearing the traditional "newsboy's cap".
- **add a space**
  ... newspapers break the morning silence.
- **close up a space**
  ... newspapers break the morn ing silence.
- **add a comma**
  ... the editors reporters and photographers.
- **capitalize**
  When he's not superman, Clark Kent ...
- **do not capitalize**
  ... produce a special Newspaper.
- **start a new paragraph**
  ... stories already turned in. The front page editor ...

Learning About Newspapers

The Writer
Expert Packet

The Writer is responsible for getting the facts and sorting through a lot of information for the story. He has to decide what is the most important thing in the story for the lead. The writer is also responsible for creating a non-bias report of what really happened. The writer also has to write a compelling headline for the story. Teacher will explain how to ask probing interview questions and show how to utilize the pocket spiral notebook.

Fire destroys local landmark

by **Rosie Longo**
CLAIRVILLE CHRONICLE

Throughout the night firefighters battled a blaze at the Morgan Pickle Factory on Prince Street. The factory, built by Thomas Morgan in 1793, was completely destroyed.

As flames licked out of the windows of the factory, neighbors gathered in the street.

"It's a shame," said Millie Taggart, who lives next door. "Those pickles were famous around the world."

Todd Ling, who reported the fire at 11 p.m., choked back tears. "I worked here as a boy. My father and grandfather worked here, too. It looks like the end of a long tradition."

No injuries were reported, and inspectors are sifting through the ashes. Although Fire Chief Sam Flame refused to comment on the cause of the blaze, a pile of paper and rags was found behind the factory. The fire marshall has ordered an investigation.

How did the *Clairville Chronicle* get the story?

When Todd Ling saw flames flickering inside the factory's windows, he dialed 911 and fire engines responded to the call. The

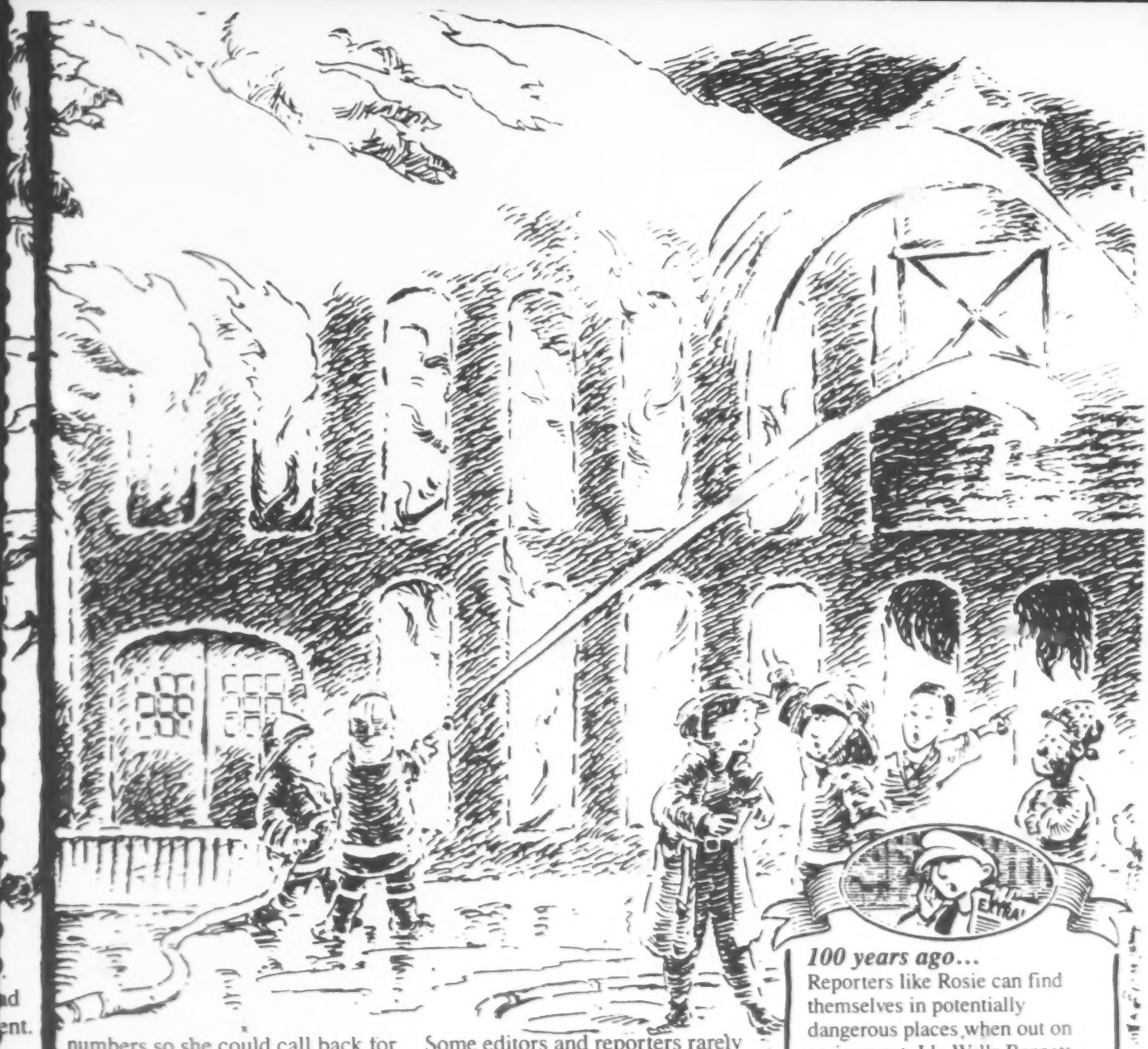
Chronicle, like many newspapers, monitors fire and police department calls. The *Chronicle*'s editor called reporter Rosie Longo and assigned her to the story.

Why Rosie? Some reporters have beats (special areas), such as the environment, city politics or sports. They become experts on their beats. The editor assigned Rosie because her beat is downtown business. Rosie already knew a lot about the pickle factory and the neighborhood, so she could file (turn in) her story quickly, in time to meet the final edition's deadline.

Rosie was curled up on her couch at home, enjoying a video and eating pizza (with anchovies) when the call came in. She would have to finish the pizza later.

Smoke billowed out of the pickle factory as Rosie arrived Hoses tripped her and water ha started to freeze on the paveme It was slippery underfoot, and Rosie had to stay away from th blazing walls in case they collapsed. But she also had to g her story.

Rosie started to interview th people who were out on the str shivering in their bathrobes an wrapped up in the commotion. Rosie began by asking the five W's: who, what, where, when a why. She worked quickly. Peop were cold and wanted to get inside. Rosie noted where the people lived and got their phon



numbers so she could call back for more information if necessary.

Rosie also talked to the firefighters. She asked how fierce the fire was — three alarms? Were trucks called from other communities? Had anyone been injured?

By midnight, Rosie was back home, entering the story in her computer. She didn't have to drive downtown to the newspaper office to deliver her story. She sent it from her home computer directly into the *Chronicle*'s computer.

Some editors and reporters rarely meet face-to-face, even though they work together for years — everything is sent via computer.

Rosie knew she might be called by an editor after the story was filed. Maybe she missed a bit of information or a sentence was unclear. But experienced reporters know what is needed for a good story and usually get it right the first time.

For Rosie, it was finally time to finish her pizza and find out "who done it" in the video.

100 years ago...

Reporters like Rosie can find themselves in potentially dangerous places when out on assignment. Ida Wells Barnett (1862–1931) investigated and wrote about the treatment of African Americans long before the civil rights movement of the 1960s. She witnessed violent confrontations, and her reports brought the story to thousands of readers.

Roaming reporter "Stroller" White (1859–1930) also found himself surrounded by danger when he wrote about the colorful events and characters of the Klondike Gold Rush, just before 1900.

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You be the judge

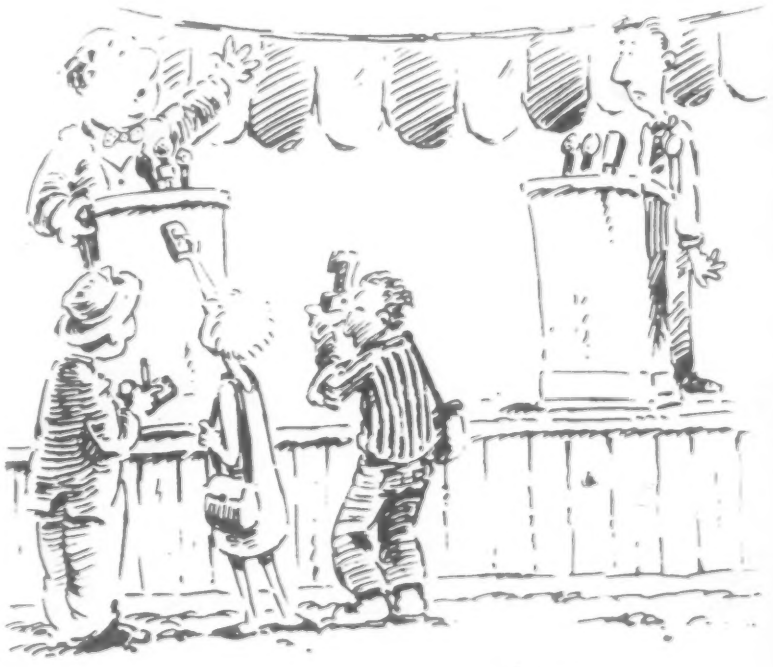
Newspapers often cover the same event but end up with very different stories. Imagine the circus has come to town. Three reporters, representing three newspapers, have been assigned to the story. Read the three clippings on the next page. Which one do you think is the best?

Propaganda

What you read in the newspaper is usually the first written record of what becomes history.

In some countries, newspapers can only report part of a story — usually the part that the government wants known. But even in countries where newspapers are free to publish any opinion they wish, newspaper owners may decide to publish only certain articles or opinions. In the past, newspaper owners sometimes played a role in history by carefully selecting what and how items were reported.

The systematic spreading of information to promote or damage a belief or cause is called propaganda. If a newspaper publishes propaganda, or selected news, it risks losing credibility. The best newspapers report the news as it happens — not as they want it to happen.



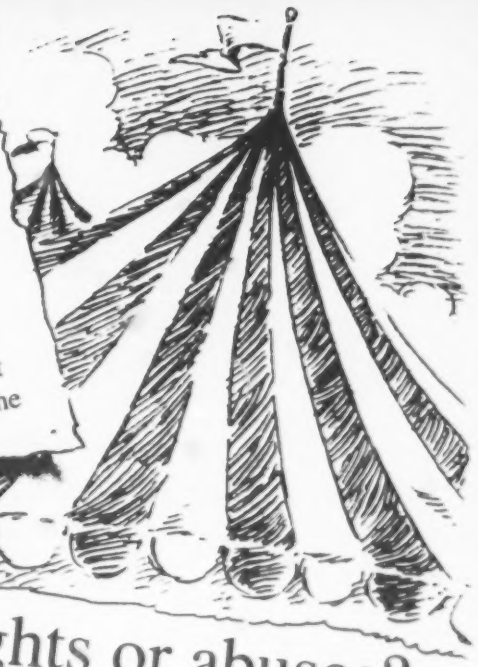
Angry demonstrators picket circus

by **Cal Green**
THE SALEM HERALD

...Members of the local Animal Safety League picketed the Summer Family Circus last night. A spokesperson demanded that the public not buy tickets for the remainder of the performances.

"It's awful," said Bill Jordano. "The animals are kept in small cages. Those tigers shouldn't be dancing in dry ice. They should be out in the jungle where they belong."

A close inspection of the cramped cages revealed that garbage had been swept into the corners and the animals were not receiving enough water during the recent heat spell ...



Circus delights or abuses?

by **Mackenzie Chung**
THE BEVERLY TIMES

"...We always try to keep the animals as comfortable as possible," said Patsy Summer, co-owner of the Summer Family Circus. "As soon as we reach town, we're visited by members of the Animal Safety League, who check out the living conditions of the animals. It's difficult for us to maintain a spotless environment. We do our best."

When interviewed, animal rights supporters argued that they had seen unhealthy and dangerous conditions regarding the animals. The Safety League assured this reporter that they are carefully monitoring the situation and will close down the circus if necessary.

The Summer Family Circus takes pride in the fact that allegations of cruelty to animals have never been proven.

Summer Family Circus delights once again

by **Franny White**
THE MELROSE GAZETTE

...And what wonderful family entertainment! The colorful costumes, the lively music and the abundant talents of the performers made the afternoon fly by.

Three generations of the Summer family have performed in the circus. They train the animals, design the costumes and constantly change their aerial acts to attract families year after year.

The use of dry ice and special effects add to the drama of the show. The tiger act is simply magical ...

Bravo, if you selected "Circus delights or abuses?" It gives the most balanced presentation of the news. Newspaper editors watch for a balance of viewpoints. A reporter's job is to report the news, not to make judgments. The Op-Ed pages, Letters to the Editor and columnists' pieces are the places for opinions.

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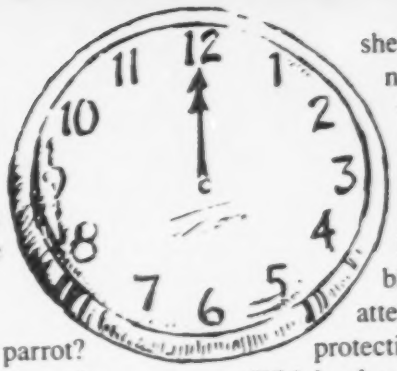
Noon
Who's on what?



The reporters and photographers are assigned their stories by the editors. Betty Esposito has been assigned the interview with the talking parrot. She sets up a time and place for the interview and starts jotting down questions to ask. What *will* she ask a parrot?

Betty will start with the five W's: who, what, where, when and why. *Who* is the bird — what's her name? *What* kind of bird is she? *Where* did she come from and where does she live now? *When* did she start talking and *why?* Betty will list as many questions as she can. She'll want to do some basic research on parrots. What will get a parrot talking? Maybe she should pack a treat for the bird. How long can she hold the bird's attention? Will she need to wear protective clothing?

With her bag packed full of crackers, pads of paper and, just in case, a leather glove, Betty is off to her interview.

Tracking a story

Marcel Benoit has been assigned to cover the robbery reported over the police radio. Neighbors spotted a man attempting to break into a house and called the police. When Marcel arrives on the street, he learns there's been a mix-up. The "thief" was Chief of Police Flanagan — the owner of the house! He'd lost his keys and had begun to pry the screen off a window so he could get inside. It takes awhile for all this jumble to get sorted out, and Marcel calls his editor to explain what's happened.

Marcel's editor tells him to forget the story and gives Marcel a new assignment. There's been a roof cave-in at a suburban school.

"I'll send a photographer. You head out there fast!" the editor shouts.

Marcel jumps into his car. It's already 3 p.m. and the deadline looms.

START THE TIMER...

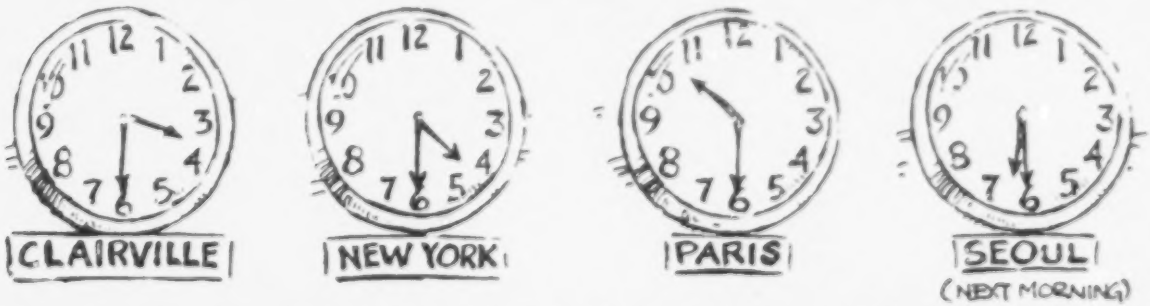
Just when Minerva Montez thought her work was done for the day, her editor calls her over.

"Minerva," he says, "Dottie was writing a restaurant review and came down with stomach trouble. She's gone home. We have a hole on page 20, no filler reviews to put in, and guess who's going to write the story?"

He hands over Dottie's notes. Minerva has ten minutes to write the story. How well would you do in her place? Here are Dottie's notes. Set a kitchen timer for ten minutes and start writing!

When you've finished, write a short headline and put your name on the review — that's your *byline*.

Sunday p.m., Minnow's Cafe, Regent Street. Where all the kids hang out, blue walls, yellow cushions, slight smell of what?, chipped plate, had to ask for water, good salad, greens, usual veggies, funny waiter Gene, good jokes, seafood in cream sauce, parsley (I hate it), no fork on table, screaming kid in next booth, tables very close, fantastic coffee, dessert (apple pie) so-so, no wine served here, (do waiters deserve tips???), where's my coat, (feeling a bit woozy), waiter found out I was a reviewer, prices high, where are the kids who hang out?



The newsroom clocks show the time in different places around the world. Let's say a tidal wave devastates part of South Korea on Thursday afternoon. In South Korea, which is across the International Date Line, it's already Friday morning. Think about it: a newspaper can print tomorrow's news tonight!

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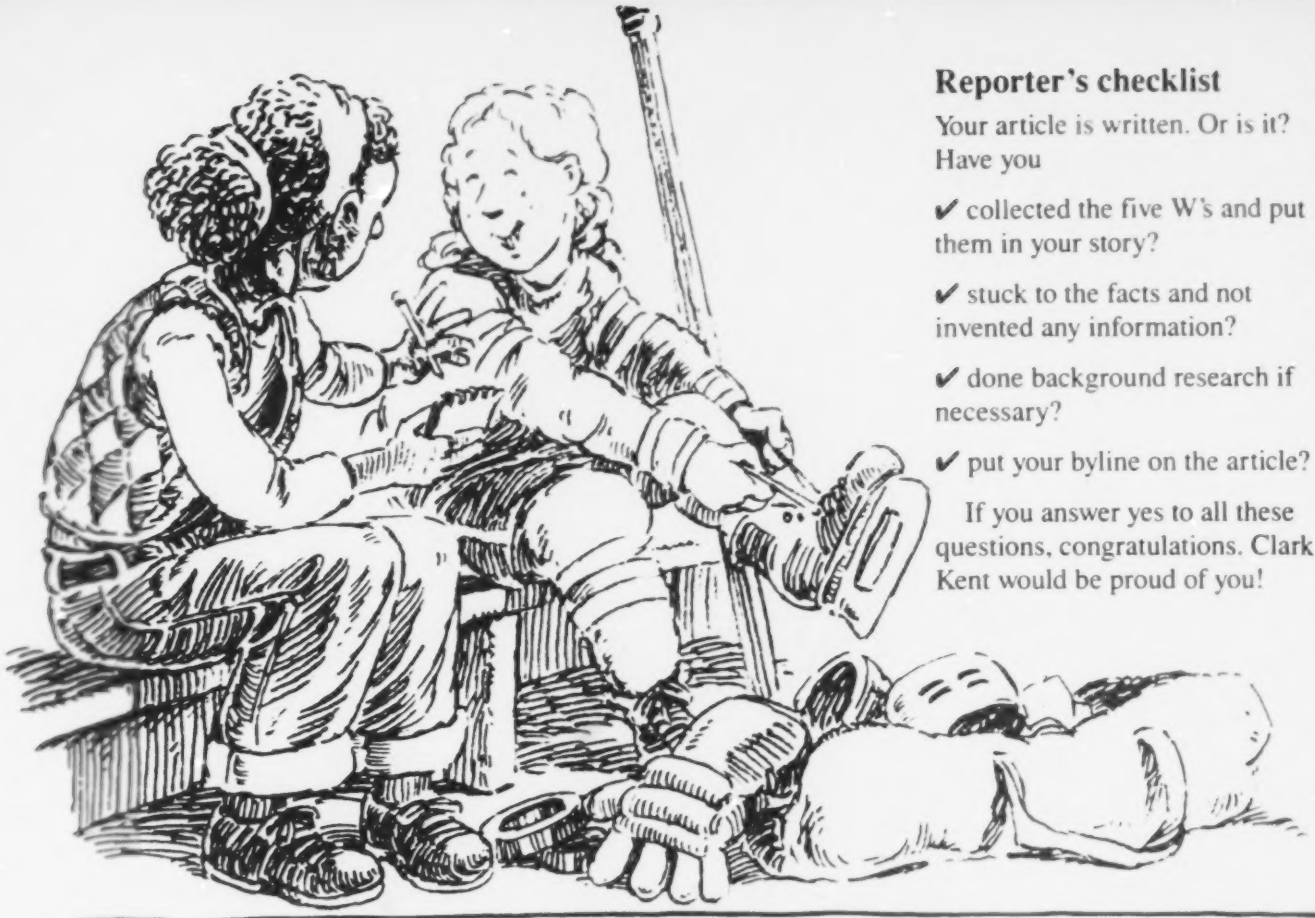


Reporter's checklist

Your article is written. Or is it? Have you

✔ collected the five W's and put them in your story?

✔ stuck to the facts and not invented any information?

✔ done background research if necessary?

✔ put your byline on the article?

If you answer yes to all these questions, congratulations. Clark Kent would be proud of you!

BACKWARDS WRITING

A headline, or "head," should capture the attention of readers and motivate them to read the article. Use punchy words for headlines — and keep them short.

Usually, the headline is written *after* you've written the article. But sometimes it's fun to try it the other way around. Can you come up with a short article to match these headlines? (By the way, these are *real* headlines from *real* newspapers.)

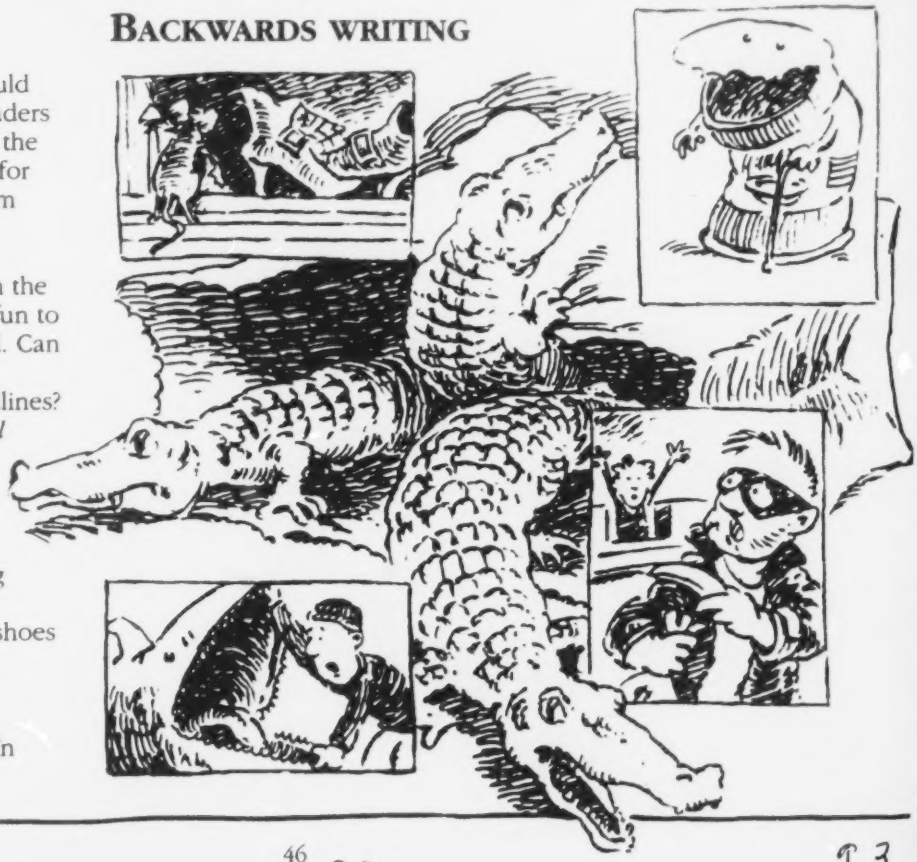
"Robber armed with cucumber"

"Tin can of soup kicking around after 135 years"

"200-year-old women's shoes found behind walls"

"Fishermen find feet in shark's belly"

"3 rare alligators found in paper bag"



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T3

Learning About Newspapers

The Photographer
Expert Packet

The Photographer takes pictures of the scene and records the information on film. She tries to capture the "essence" of the story in a picture. Teacher will explain how to operate the disposable Polaroid camera equipment.

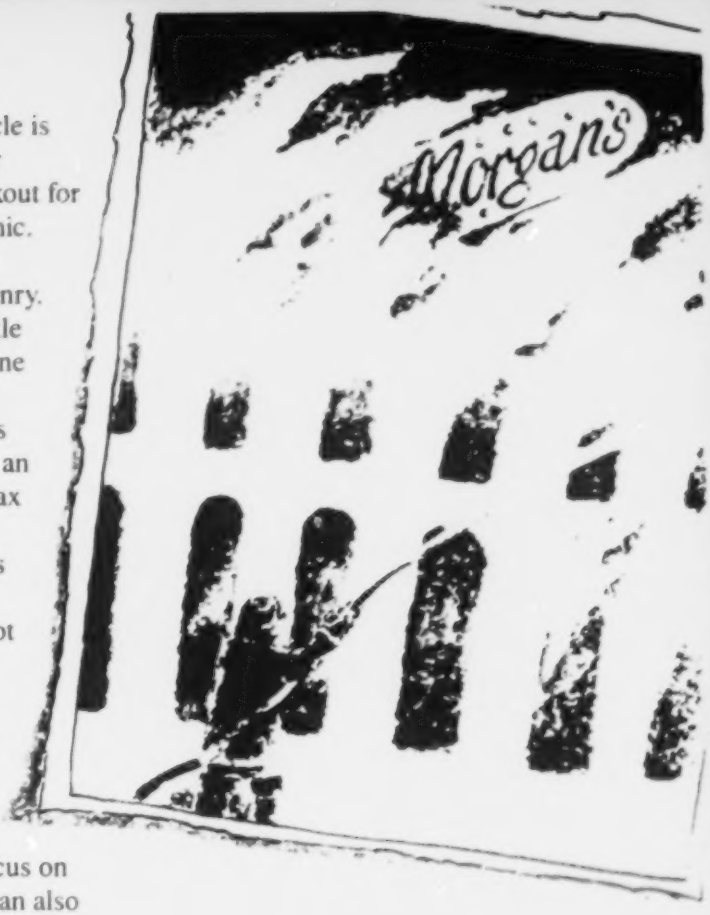
A picture is worth...

Many times the reason you stop to read an article is because the picture that goes with it grabs your attention. Picture editors are always on the lookout for photographs that will make stories more dynamic.

After he assigned Rosie to the fire story, the *Chronicle*'s editor called photographer Max Henry. Max grabbed his cameras and raced to the pickle factory. Max took hundreds of pictures to get one great one that would go with Rosie's story.

Photographers, like reporters, can sometimes find themselves in dangerous situations. To get an extraordinary shot from just the right angle, Max might have to climb a tree, scale a wall, crawl along the ground or stand on top of his car. He's always looking for that special something that will make his picture tell a story. Max felt he got a great shot at the factory fire — a firefighter silhouetted against the glowing flames.

The picture editor agreed that the photo was outstanding, but this doesn't always happen. Sometimes the picture editor doesn't agree with Max and selects another photo. After a photo is selected, it is cropped (trimmed) to focus on the most important or dramatic part. Pictures can also come from the *Chronicle*'s library or from a wire service (see the next page).

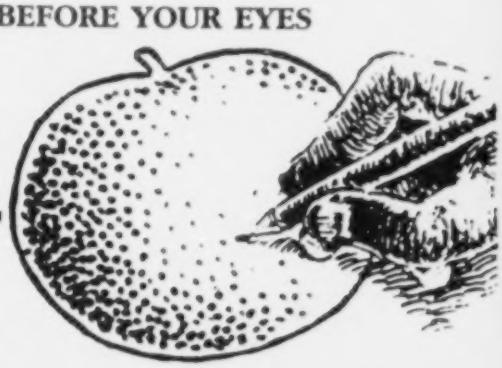


130 years ago...

Photographers throughout history have been in dangerous situations and yet have managed to capture powerful pictures of important events.

Mathew Brady (1823–1896) changed the world's view of war when he photographed Civil War battlefields in the 1860s. The photos were taken and developed right on the field, sometimes even while the battle was going on. Like other photographers, Brady carried all his darkroom equipment with him in a covered wagon he called the "Whatsit Wagon."

SPOTS BEFORE YOUR EYES



Use a magnifying glass to look closely at a newspaper photograph. The picture is actually made up of thousands of tiny dots.

Draw the outline of an object, such as an apple, in pencil, *but* don't color it in. Instead, use a felt-tip pen to show the shading and contours by filling the apple with small dots. The shadowed areas will have the most dots; the light areas fewer. When you're done, carefully erase the drawn line around the apple, then tape your picture to a wall, step back and look at it. Your eyes will connect the dots and you will see a complete apple.

Tensions mount as regime takes over

VAPORA (AP) — Civilians in the war-torn province of Bathos are spending nights in shelters as their cities and villages are invaded by enemy troops from the neighboring province of Lagostina. The two provinces of Cloudenska are fighting over new boundaries established by the government three years ago.

Foreign news

Some large newspapers have foreign correspondents. These are reporters who live in foreign countries and send in reports when something newsworthy happens. The *Chronicle* can't afford to have reporters living all over the world. Instead, the newspaper uses wire services. These are news-gathering agencies that collect and distribute news to subscribing newspapers around the world.

The name "wire service" comes from the days when stories were sent over telegraph wires. Today, wire services send news stories directly through telephone lines into newsrooms around the world. At many newspapers, the wire services transmit directly into the paper's computer system.

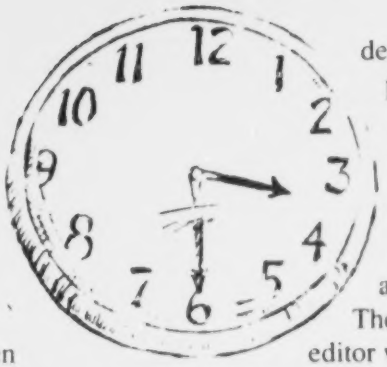
Associated Press (AP), United Press International (UPI) and Reuters News Agency are wire services. They might have reporters stationed in Cloudenska. The *Chronicle* editors can choose which wire service report they wish to use.

CHOOSE A PHOTO

Wire services also provide newspapers with photographs. These are transmitted a bit like faxes. In the newsroom, a selection of photographs flashes onto a computer screen. An editor selects a photo from this "picture menu," presses a button and in minutes the photo is copied and ready to be processed for the *Chronicle*'s pages.

Suppose *you* were the editor responsible for the Cloudenska story. Which of these photos would you choose? Try writing a caption (a sentence describing what is going on in the picture) for the photograph you've chosen.

3:30 p.m.
Back at the office



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"But I've got a roof cave-in at Hillside Elementary," he explains.

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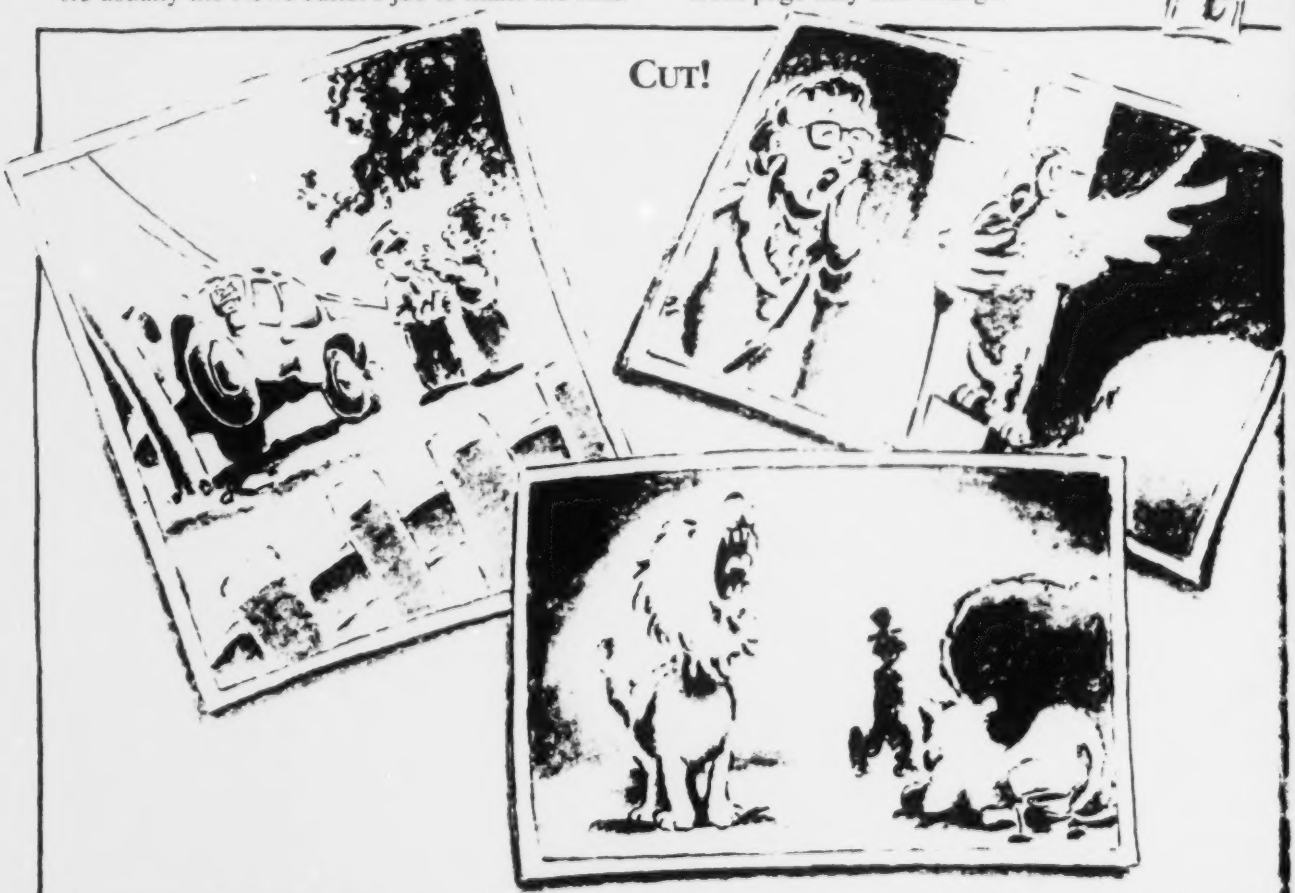
The News editor wants a balance of local, national and international stories — and there are photographs to consider. The News editor makes the front-page selections — but the front page may still change.



Newspaper photographers have been racing around town looking for great photos of important news stories. Here's a group of photos an editor might consider for the newspaper. *You* can be the editor! Choose the picture you think is the most dramatic. Cut a rectangle measuring $1\frac{5}{8}$ inches by $2\frac{1}{4}$ inches out of the center of a sheet of paper. Use the cutout section to crop the picture you like.

Move the rectangular "frame" around until you've eliminated any distractions and have found the best part of the photo. The cropped photograph will have a lot more impact.

5. Get the pictures

Newspaper pages would be ho-hum without photographs, drawings, cartoons and comic strips. These visuals add spice.

Invite friends who can draw to submit art that will make your newspaper's pages explode with action and humor.

• Some photocopiers can enlarge or reduce artwork to fit the columns of the layout sheet. Don't forget to crop pictures for maximum drama (see page 30 for cropping tips).

• Use photographs that have lots of black and white contrast. Gray areas won't photocopy well. If you don't have photos, don't worry. Draw all the cartoons, page decorations and portraits, like newspaper artists did long ago.

• Ask artists to draw their material with heavy black lines so the pictures will copy clearly.

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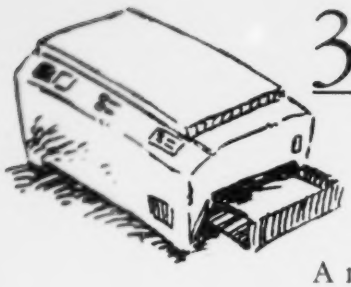
Learning About Newspapers

Home Team
Expert Packet

Students return to their Home Team and share what they have learned within their expert groups. They will show their pictures, stories, editing skills and lay-out designs to each other. They will describe each other's roles and understand how vital everyone is for a final edition of a newspaper front page to be produced.



3. Publishing your own newspaper

A newspaper is like a pizza. It has the same crust (the various departments), but the toppings (the stories) change, giving the paper a different flavor each day.

What goes onto a pizza crust depends on who orders it. The same is true for newspapers. Try combining pineapple (travel), ham (comics) or hot peppers (sizzling photos). How about mushrooms (underground news) and green peppers (gardening)? Add some spice (gossip) and, before you know it, you have a newspaper your readers will devour.

Ready to cook up your own newspaper? Follow the nine easy steps in this chapter.

1. Pick an audience ... and a name

Before you can publish your paper, you need to know who it's for. Kids in your class or school? Members of a stamp, fan or other club? Your family? Once you've decided on your audience, you can choose a name.

When he's not Superman, Clark Kent is a mild-mannered reporter for the *Daily Planet*. Comic-book heroine Brenda Starr works for the *Flash*. Many newspaper names describe ways of announcing something:

- the *Clarion* — a trumpet that's loud and clear
- the *Gazette* — an announcement or report
- the *Herald* — a crier or messenger of important news
- the *Chronicle* — a record of historical events.

Other papers use names that recall parts of our huge universe, the source of all news — the *Globe*, the *Mercury*, the *Star*, the *Sun*, *Le Soleil*.

What will you name your newspaper? Here are some tips:

- Keep the name short. You'll want it to appear very large at the top of the front page.
- If you're publishing a club paper, choose a name that reflects your group's goals. Maybe *Pawprints* for an endangered species club paper? For a family newspaper, how about a name that plays on your family's name? For example, "Johnston" once meant someone from "John's Town" — call your paper the *John's Town Crier*.

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Learning About Newspapers

Inductive/Inquiry:
Information In The Community

Learning About Newspapers

Inductive / Inquiry Lesson Plan

PURPOSE

This lesson is designed to help students understand and appreciate the value and importance of the local newspaper, and other media, in their community. Students will gain important knowledge about the unique relationship that exists between a local newspaper and the community it covers. They will also gain valuable meta-cognitive problem solving skills that they will be able to utilize in other situations and circumstances.

MI STANDARDS

1.1.3 Place major events in the development of their local community and the state of Michigan in chronological order.

1.2.2 Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States.

1.2.3 Recount the lives and characters from a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.

1.2.4 Identify and explain how individuals in history demonstrated good character and personal virtue.

2.2.2 Describe the location, use and importance of the different kinds of resources and explain how they are created and the consequences of their use.

2.3.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain reasons for the movement.

4.1.1 Identify the opportunity costs in personal decision-making situations.

4.1.2 Use a decision making model to explain a personal choice.

4.2.1 Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.

OBJECTIVES

1. Students will be able to understand the history of the newspaper industry and the local community.

2. Students will be able to understand and appreciate the unique and special relationship that a local newspaper has with the community it covers.

3. Students will be able to develop meta-cognitive skills and the ability transfer those skills to everyday problem-solving situations.

4. Students will be able to construct answers to questions using supportive evidence.

5. Students will be able to develop skills to hypothesize about why, given specific data to interpret, historical situations might have occurred.

6. Students will be able to develop skills to test their hypothesis and evaluate supportive evidence.

7. Students will be able to evaluate and discuss their ideas and hypothesis in the classroom and group situations.

DEFINE THE PROBLEM

By utilizing and hypothesizing about information in the given Data Sets One and Two, student groups will be able to do the following:

1. Discuss how the given artifacts were used in the community. What were their functions? Were they important?

2. Discuss what the artifacts reveal about the community. What do they say about their values and the things that were important to them?

3. Develop a theory that you will present to the class about the community, based on your Data Set.

MATERIALS

Orange Alien Antennae Headband

Blue Alien Antennae Headband

Soundtrack from 2001: A Space Odyssey

Data Set One

- Front pages of newspapers from important historical moments in history
- A Sheet of Emergency Morse Code SOS signals from the Titanic
- A transcript of the 1938 radio broadcast War of The Worlds by Orson Wells
- A totem-pole from the Pacific Northwest
- A page of Braille text
- A tape of the Beatles introduction to the United States on the Ed Sullivan Show
- An Arapahoe warrior drum
- A slave hymnal from the Civil War

Data Set Two

The Scientific Method Graphic Organizer Worksheets

What's the Problem?? Worksheets

What's Going On? Word search

Pencils
Erasers
Crayons

OPENINGS/ANTICIPATORY SET/ PREASSESSMENT

OPENING

I will enter the classroom wearing an orange alien antennae headband.

Music from 2001:Space Odyssey will be playing.

I will announce that "My name is Quebert, and I am from the planet Queabra. I have come to find out about your world."

I will ask the class how they find out about their community, how do they know what is going to happen and what has happened?

We will brainstorm and discuss all of the different ways of receiving information about our community.

Students will then try to guess what we will be learning about.

PREASSESSMENT:

What's Going On?

(Word search attached) with concepts and methods of various ways of sending and receiving information, students will see common themes and become familiar with important vocabulary.

After students have completed the **What's Going On?** Word search, I will say "Today we are going to be learning about how a newspaper shapes our community! And we will learn some new and different ways to find out about information!"

PRESENTATION OF PROBLEM

Students will be re-introduced to Quebert the alien from Queabra. She wants to learn about our community and find out about our lives. She is interested in the past, the present and the future of our society. Unfortunately, we cannot talk to her because she doesn't have the same vocal chord structure that humans have. How can we help her learn about who and what we are? But, because she does not breathe oxygen like we do, she only has three minutes on earth!

- **What can we give to Quebert to tell her all about us in just three minutes?**

Students will use problem-based learning to help them explore ways in which we can tell Quebert about our lives and ourselves.

The students will be introduced to information in Data Set One, which they will use to formulate a hypothesis. They will then test this hypothesis with the introduction of new information presented in Data Set Two. They will then draw conclusions, based upon information and observation during the entire lesson. A debriefing will occur as the students compare their hypothesis with other groups and examine the thought process behind the lesson.

PART ONE

A. EXPLORATORY ACTIVITY

The class will be divided into five groups of four students each. Ask the students to hypothesize about what might be the best way to help Quebert. Data Set One will be introduced to the groups.

Data Set One

Front pages of newspapers from important historical moments in history

- JFK Assassination
- Race Riots in Detroit

A Sheet of Emergency Morse Code SOS signals from the Titanic

A transcript of the 1938 radio broadcast War of The Worlds by Orson Wells

A totem-pole from the Pacific Northwest

A page of Braille text

A tape of the Beatles introduction to the United States on the Ed Sullivan Show

An Arapahoe warrior drum

A slave hymnal from the Civil War

B. MAKE A HYPOTHESIS

Utilizing the Scientific Method Graphic Organizer Worksheets, I will ask students to brainstorm and then hypothesize about the different ways in which information can be transmitted. What would be the best way to communicate information about us to Quebert? Students should base their hypothesis on prior knowledge and the utilization of information from Data Set One. Worksheets will be turned in to the teacher at this time for assessment and evaluation.

CHECK FOR UNDERSTANDING

Have each group share with the rest of the class their findings and hypothesis up to this point. I will let them know that there are no right or wrong answers just different ways to approach the problem and question.

PART TWO

C. EXAMINE NEW DATA

I will tell the students that Quebert's friend ***Buebert*** is here! I will wear the blue alien antennae headband. He has arrived from their far-away planet and only has three minutes to speak with us about our community. Each group can ask him two questions about the type of information they would like to receive from us. Because Buebert has very limited vocal chord strength, he can only respond with a yes or no to your questions.

Data Set Two

Group created questions to ask Buebert about the kind of information the aliens would like to receive from us about our community.

D. TEST HYPOTHESIS WITH NEW DATA

Once each group has asked Buebert their two questions, I will distribute copies of the Scientific Method Graphic Organizer Worksheets for the students to utilize. This will facilitate their understanding of the process of testing their hypothesis with new information. Modifications to the original hypothesis will be made, if necessary.

PART THREE

E. DRAWING CONCLUSIONS

Students will develop a final hypothesis or theory about the problem. Each group will then present their findings to the class. They will state the type of information they have chosen to give to Quebert, what the information contains, and why they feel it is an accurate representation of our community.

F. CHECK FOR UNDERSTANDING

We will discuss as a class the findings of the different groups. I will ask the students why and how they chose the information that they did. We will explain why each group might have come up with different findings.

G. METACOGNITION/DEBRIEFING

I will have the class return to their original seats. We will review what our task was and what we knew when we started the lesson. How did we come up with solutions? What were some of the topics you discussed in your groups? What are some of the steps that helped you develop your thinking process? I will ask for examples of how the students thought about thinking.

PART FOUR

H. EVALUATION AND APPLICATION OF UNDERSTANDING

Students will write a letter to the Editor of the local newspaper, or the information vehicle of their choice, explaining why they feel that source of information is so vital and important to the community. They will discuss exactly what it is about that information vehicle that makes it a true representative of themselves and the community they live in.

Each letter will be assessed and evaluated to see if the student has demonstrated understanding of the concepts and applications of the theories developed in their groups.

ASSESSMENT

Learners	Struggling Learners	Advanced Learners
• Pre-assessment Word search • Answers and comments during discussion • What's the Problem? Worksheet • Scientific Method Worksheet • Observation of students during group discussions • Class discussion during closing • Extended Activities • Post-assessment	• Pre-assessment Word search • Answers and comments during discussion • What's the Problem? Worksheet • Scientific Method Worksheet • Observation of students during group discussions • Class discussion during closing • Extended Activities • Post-assessment	• Pre-assessment Word search • Answers and comments during discussion • What's the Problem? Worksheet • Scientific Method Worksheet • Observation of students during group discussions • Class discussion during closing • Extended Activities • Post-assessment
Evaluate activities	*Evaluate activities*	*Evaluate activities*

Learning About Newspapers

What's Going On?

See if you can find all of these words in the Word Search:

Community
Information
Values
Local
Celebrity
Alien
Religion
Music
Famous
Letter
Alphabet
Morse Code
Totem Pole
Braille
Sign Language

a l p h a b e t e i u
m a e r a v t c r r f
o c s l l y a e o e a
r o e i l t l l o t m
s l n o g i e e u t o
e p s i g n a b e e u
u a c i s u m r a l s
m t o t e m l i b y o
i n f o r m a t i o n
o b t l i o s y l n f
n e i l a c o l o r a

Learning About Newspapers

Name_____

What's the Problem??

Our friendly alien **QUEBERT** wants to find our about our community. BUT…He only has three minutes on earth and we can't talk to him! Use this Problem Sheet, along with the Scientific Method Graphic Organizer to help your group come up with a solution.

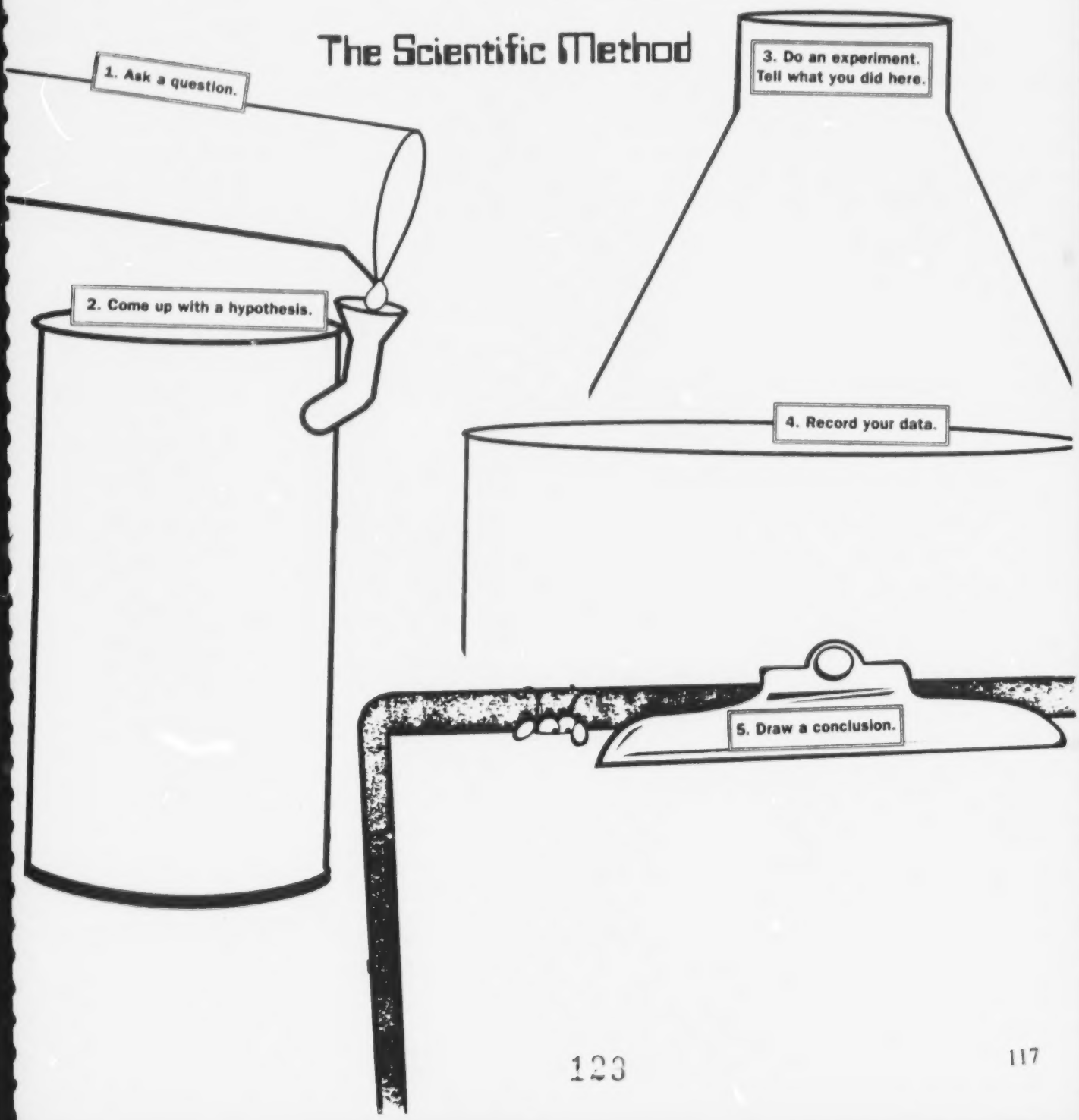
How were the information artifacts used in the community? What were their functions? Were they important?

What do the information artifacts say about the community? What do they say about their values & what was important?

Develop a theory that you will present to the class, based on your Data Set analysis.

Name_____

The Scientific Method



Learning About Newspapers

Data Set One

The Boston Post

FIRE FOLLOWS EARTHQUAKE
HEART OF CITY IS IN RUINS

Big Section of San Francisco Wiped Out With $100,000,000 Damage, 100,000 People Homeless and Thousands Dead and Injured. Whole Flames Still Rage

BEST COPY AVAILABLE

D-Day

CINCINNATI TIMES-STAR AFTERNOON

BEACHHEADS ARE ESTABLISHED SOON AFTER INVASION IS BEGUN

Glenn Shot into Space

Baltimore News-Post

GLENN SHOT INTO SPACE ON EARTH ORBIT FLIGHT

Dead Set Rated Top Contender In Bowie Feature

Youth Held In Dash Murder

West Against Defies Red Air Threat

BULLETIN

The New York Times

NEW YORK, MONDAY, OCTOBER 31, 1938

MEAD STANDS PAT AS A NEW DEALER IN BID FOR SENATE

Radio Listeners in Panic, Taking War Drama as Fact

Many Flee Homes to Escape 'Gas Raid From Mars'—Phone Calls Swamp Police at Broadcast of Wells Fantasy

OUSTED JEWS FIND REFUGE IN POLAND AFTER BORDER STAY

War Of The Worlds Radio Broadcast

Orson Welles (1938)

What happened?

On Halloween night (in 1938) Orson Welles and the Mercury Theater broadcasted a dramatization of H.G. Wells' famous tale "War of the Worlds" which recounted a Martians invasion of the Earth. The adaptation includes realistic radio news bulletins informing listeners of the developing saga. A music program was interrupted to brief listeners that an alien object had landed in Grover's Mill, N.J. "News Announcers" describe the terrifying events as they unfold.

Although Wells informed listeners at the start of the program that they were listing to a fictional radio drama, thousands of listeners who tuned in late believed the Earth was indeed under alien attack and panic soon followed.

Wells claimed that the broadcast was never intended to fool people but wished to present a great Halloween tale. It was, he said, "the Mercury Theater's own radio version of dressing upon a sheet and jumping out of a bush and saying 'boo!'" In either case it indeed turned out to be the greatest Halloween story ever told.

This whole episode tries to illustrate a number of things about mass psychology, but also about the willingness of people in the nineteen thirties to believe that we are not alone in the universe.

We have prepared a few short audio excerpts of the program for you to listen to. As you do, take a moment to wonder how you would have perceived this had you tuned in the middle of the broadcast. Were the folks of your grandparents era exceptionally gullible, or was Orson Welles just an exceptional showman? Or both?

Click below to hear these excerpts.

CLICK here to read the book! (TEXT)

The Last Message from the Titanic

John G. Phillips, pictured here, was the Chief Marconi operator who sent the final distress message from the ill-fated Titanic. (For more about him, click here)

The message was transmitted with a spark transmitter and it included the new "SOS" signal, as well as the more conventional "CQD" signal. The actual message was "CQD CQD SOS SOS CQD DE MGY MGY", MGY being the call sign of the Titanic.

The worst aspect of the disaster was the fact the California was sitting only ten miles away and capable of rescuing all the passengers. Besides the futile radio messages the crew of the Titanic fired rockets for two hours trying to get her attention, but the officers on duty aboard the California never understood the reason for the rockets.

Only when the radio operator went back on duty did the California learn the news from other rescue ships about the Titanic. Another ship, the Carpathia, was 58 miles away when she received the Titanic SOS.

Listen to a recreation of the original message by clicking on one of the following links.

AU file for Unix (304k)

Quicktime file for Mac (8k)

WAV file for Windoze (836k)

Totem Pole, probably Tlingit peoples, Pacific northwest, mid-19th century A.D., wood and pigment

For Native Americans in the northwest, totem poles often serve to proclaim a clan's status. The figures carved onto the poles symbolize a clan's mythological history, as well as the rights and privileges it enjoys.

On this pole the figures represent, from top to bottom, a man, a bear, and a frog. They signify the rights and privileges of the family that erected it near its residence in southeastern Alaska.

Courtesy of the National Museum of Natural History

Return to A Celebration of Community

Home

The Beginning of a Legacy

The slave spirituals, or Negro hymnals, were the first notions of Black music even within this country. Through these spirituals, slaves verbalized hope and faith in one day being free- a hope and faith based on Biblical values. Having no musical instruments readily available throughout the days of work, these slaves hummed and sung songs talking of the freedom they might see one day, in spite of the troubles and hardships they experienced; the hope of one day spiritually ascending into heaven come from within them. Song was, and remains still today, a means of dealing with the hardships and trials faced by the slaves. Through these songs the Black men and women uplifted each other and " saw it through"- gained inspiration and hope for the future of their children's children, so that they might not endure the same.

We cannot, however, dismiss another great significance of the Negro Spiritual. A hidden message existed within the words of these hymnals. These spirituals offered a means of communication in a world where slaves could not. Known only to the slaves themselves, musical scores had meanings indecipherable to slave owners and other White people.

As an example, tradition was for a young child to place his ears on the tracks of a particular railroad every hour to see, or feel, the sound and vibrations of an oncoming train. Should a train be approaching "Swing low sweet chariot, Coming forth to carry me home," these words would be sang by the child, and as everyone would join in, all would know what was to come. Through measures of this sort, slaves could, and would, collaborate on escape plans. The underground railroad, a system of escaping from the south to the northern states, and beyond, thrived very much on the use as hymnals, such as this, to provide signals of events.

Hymnals thrived throughout slavery and into the years following to become one of the most dominating musical forms within the Black community. In general, since Black people could have no musical instruments, they were the only way in which musical expression could be initiated. In particular, it was within the Black church that slaves and, even in later times, could unite together and sing praise of a hope for freedom and "Oh, Happy Days".

➡ Continue

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BEST COPY AVAILABLE

What is Braille?

Braille is a system of touch reading and writing for blind persons in which raised dots represent the letters of the alphabet. Braille also contains equivalents for punctuation marks and provides symbols to show letter groupings.

Braille is read by moving the hand or hands from left to right along each line. Both hands are usually involved in the reading process, and reading is generally done with the index fingers. The average reading speed is about 125 words per minute, but greater speeds of up to 200 words per minute are possible.

By using braille, blind people can review and study the written word. They can become aware of different written conventions such as spelling, punctuation, paragraphing and footnotes.

Most of all, blind individuals can have access to a wide range of reading materials including educational and recreational reading and practical manuals. Equally important are the contracts, regulations, insurance policies, directories, appliance instructions and cookbooks that are part of daily adult life. Also, through braille, blind people can pursue hobbies and cultural enrichment with such materials as music scores, hymnals, playing cards, Scrabble boards and other games.

Various other methods had been attempted over the years to enable blind people to read, many of them raised versions of print letters. It is generally accepted that the braille system has succeeded because it is based on a rational sequence of signs devised for the fingertips, rather than imitating signs devised for the eyes. In addition, braille can be written by blind people and can be used for any notation that follows an accepted sequence, such as numerals, musical notes or chemical tables.

Return to Helpful Resources.

Learning About Newspapers

Literature Circle Discussion:
The Landry News

Learning About Newspapers

Literature Circle Lesson Plan

PURPOSE/RATIONALE

This literature circle/discussion lesson is designed to encourage students to become independent learners. They will learn how to facilitate discussions as well as learn how to read critically and analytically. The lesson will provide an opportunity for students to work collaboratively with literature. Their discussions will focus on diverse situations that they can relate to their own life experiences and to the reading material.

MI STANDARDS

1.2.4 Identify and explain how individuals in history demonstrated good character and personal virtue.

2.2.2 Describe the location, use and importance of the different kinds of resources and explain how they are created and the consequences of their use.

2.3.4 Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain reasons for the movement.

4.1.1 Identify the opportunity costs in personal decision-making situations.

4.1.2 Use a decision making model to explain a personal choice.

4.2.1 Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.

INSTRUCTIONAL OBJECTIVES

1. Students will be able to increase their reading comprehension and reading ability through the collaborative efforts of the literature circle.

2. Students will gain an understanding of how to work well as a team and to function collaboratively within specific time constraints.

3. Students will be able to understand the detailed processes of creating a school newspaper.

4. Students will be able to appreciate the hard work and dedication that goes into creating a school newspaper.

5. Students will be able to understand some of the history of the newspaper industry and journalism.

Learning About Newspapers

MATERIALS

The Landry News by Andrew Clements, Sal Murdocca (Illustrator)
Simon & Schuster, May 1999

Literature Circle Worksheets with individual instructions for each role:

The Artist
The Wordsmith
The Editor/Director
THE FACT CHECKER/CONNECTOR
The Foreign Travel Correspondent

Group Evaluation Form

Black Beret
Spiral Notebook
Green Visor
Dictionary
Trench coat and hat

Pencils
Erasers
Crayons
Markers

READING CONTENT

A fifth-grade student's homemade newspaper turns into much more than she bargained for in *The Landry News*, a novel about truth and education.

Her teacher, Mr. Larson, is quite a disappointment: once known for his innovative classes, he now lazily leaves students to learn on their own. Hoping to change this, Cara makes his ineffectual teaching the subject of an editorial, with both positive and negative repercussions.

Mr. Larson is inspired to become a better teacher; Cara's newspaper becomes a rewarding classroom project. But the paper also provides the principal with an excuse to force out Mr. Larson, involving the students in a thought provoking exploration of freedom of speech, the impact of the media and effective teaching methods.

ANTICIPATORY SET/PREASSESSMENT

WORD SPLASH

The purpose of the Word Splash activity is to familiarize students with vocabulary, terms and important concepts that will be used throughout their upcoming reading assignment. By scaffolding their knowledge with prior learning, the awareness of key terms, concepts and ideas will increase their comprehension and understanding of the material.

The word splash will be completed as a class, on an overhead projector. We will brainstorm all possible connections between the words and arrive at a consensus about what our new assignment might possibly be about.

Learning About Newspapers

WORD SPLASH

Freedom of Speech The Media

TEACHING

Intellectual Freedom

School Newspapers Reporting

Censorship

Principal Parents

Students

Inspiration

Journalism

The Truth Editorial

1st Amendment

GROUP COMPOSITION

Students will be arranged into groups of five students for each Literature Circle Team. The groups will be arranged heterogeneously, according to their ability and the teachers experience with how well they work with certain students. Each team will have an equal amount of advanced learners and struggling learners. There will be a total of four teams with five different roles in each. By having a diversified team composition that represents a variety of backgrounds and experiences, each member of the group can contribute a special component of the literature circle discussion.

Literature Circle Team 1
Wordsmith
Editor/Director
Fact Checker/Connector
Artist

Literature Circle Team 2
Wordsmith
Editor/Director
Fact Checker/Connector
Artist
Foreign Correspondent

Literature Circle Team 3
Wordsmith
Editor/Director
Fact Checker/Connector
Artist
Foreign Correspondent

Literature Circle Team 4
Wordsmith
Editor/Director
Fact Checker/Connector
Artist
Foreign Correspondent

Literature Circle Team 5
Wordsmith
Editor/Director
Fact Checker/Connector
Artist
Foreign Correspondent

PROCEDURES

This lesson will take place over a four week time period. Students are responsible for reading the entire novel through independent study and extended learning. The teacher will form discussion groups where students will be given assigned roles to perform within each group.

Students will be able to understand their assigned roles because the teacher has demonstrated them repeatedly during previous reading comprehension lessons. We will also role-play each team member's responsibilities during class time. This will further increase the students understanding of what is expected of them during their group discussion.

Students will then disperse into their literature circle groups. Each student will have an opportunity to individually present the material and information they have created as a result of their role.

As students present their own ideas, opinions and findings, they will increase both their confidence and awareness of their growing leadership abilities. The groups will also be working toward independent learning, which will increase confidence and leadership abilities.

PROCEDURES, CONTINUED

1. Prior to handing out the novel for the literature circle lesson, I will discuss some of the history of journalism, with special emphasis on how school newspapers have evolved and what makes them unique.

2. I will review the concepts involved in how a newspaper story is produced and the steps that the information goes through to get into the newspaper.

3. I will define and explain the roles of each of the Literature Circle Team Members and explain the work sheets and responsibilities for each:

   Artist
   Wordsmith
   Editor/Director
   FACT CHECKER/CONNECTOR
   Foreign Travel Correspondent

4. We will randomly call off numbers one through five to determine who will be which role in each Literature Circle Team.

5. Students will then disburse into their Literature Circle Team.

6. Students will take turns discussing their roles and reporting on their findings from their worksheets.

7. Students will return to their seats.

8. The class will discuss each group's findings and opinions on the novel.

9. Each team member will fill out a group evaluation form.

POSITIVE INTERDEPENDENCE

Explain to the students that each Literature Circle Team has a/an:

Artist
Wordsmith
Editor/Director
FACT CHECKER/CONNECTOR
Foreign Travel Correspondent

The Artist

Teacher puts on a black beret and displays the artist worksheet on the overhead projector.

The Artist is responsible for drawing pictures that relate to the entire novel as well as the specific passages that are being read during specific lessons. The student will present his/her picture to the rest of the group and try to let them guess what the picture is capturing in relation to the reading. The artist will then provide a rationale for why they chose to draw the picture that they did and why it is important to them.

The Wordsmith

Teacher holds up a dictionary and displays the Wordsmith worksheet on the overhead projector.

The Wordsmith is responsible for picking out words that he/she may think are unusual, unclear, or just different. These words are written down on the role sheet and then the student must hypothesize what they believe the definition might be. After they have a list of words from the reading on their role sheet, the student will look up the words in the dictionary and record the actual definition.

The student will introduce the words to the rest of the group by having them guess what the words might mean. After the group has tried to define the word, the Wordsmith will tell them the dictionary definition. The group will have a discussion of why the author might have chosen the words that he did and also why the Wordsmith chose the words from the reading.

The Editor/Director

Teacher will wear a green banker's visor and display the Editor worksheet on the overhead projector.

This student is responsible for creating discussion questions for the group. They should be open-ended, issue-oriented questions that focus on the "Big Ideas" in the novel. It is important for the Editor to recognize that there are no right or wrong answers to the discussion. His/her role is to facilitate lively discussion and debate about the issues that are raised in the novel.

THE FACT CHECKER/CONNECTOR

Teacher will hold up a spiral notebook and display **THE FACT CHECKER** worksheet on the overhead projector.

This student is responsible for making connections or "checking" between the reading material and everyday life. The student will look towards their own personal experience as well as the experiences of others. Contributions can come in the form of influence from friends, family, school and community. The fact checker is primarily responsible for "bringing it on home" to their own personal experience, and then sharing that connection with the rest of the Team.

The Foreign Travel Correspondent

Teacher will wear a trench coat and display ***The Foreign Travel Correspondent*** worksheet on the overhead projector.

This student is responsible for following the story path of the main character as she grows and develops in the novel. The plot twist and turns will be graphed on the Foreign Correspondent worksheet. A cause and effect relationship will be shown as the characters become involved in the story line.

CHECK FOR UNDERSTANDING

I will have one student from each Literature Circle Team paraphrase the roles after I have presented the information. I will ask the students if they are sure they understand their assignments.

After each lesson is finished, I will have the students turn in their completed worksheets. These will be assessed and evaluated for comprehension, analysis and synthesis of the information.

At several points during the Literature Circle unit, we will have class-wide discussions regarding the assigned reading material and how each group is evaluating the information. This will give the teams an increased perspective as well as fresh ideas from other groups.

The teacher will have the students complete a response journal in which to record their individual thoughts and feelings about the reading material. This will also serve as an indication of comprehension and participation.

MONITORING

While students are discussing the reading assignment in their Literature Circle Teams, I will circulate around the room to make sure the teams are functioning properly and all members are participating equally. I will observe, interact and discuss the roles with the Literature Circle Teams, as needed.

REFLECTION: GROUP EVALUATION

Each Literature Circle Team member will complete a group evaluation form and turn it into the teacher. They will evaluate their individual role in the group as well as the effective functioning of the group as a whole. The class will then discuss the things they liked and disliked about the project and some things they might so differently next time.

FOLLOW-UP DISCUSSION

As a whole-class discussion after the reading material is completed, we will explore the issues that were raised by the novel and how each Literature Circle Team addressed them.

The Editor will represent each group's main discussion points to the rest of the class. Each role will then discuss why they chose the issues, words or connections that they did.

The class will then explore the similarities and differences between the groups and the reasons why those may occur.

In class discussion, the teacher will review the important findings of the Literature Circle Teams with what the book brings to the unit and reflect upon those issues.

ASSESSMENT

Learners	Struggling Learners	Advanced Learners
• Pre-assessment • Answers and comments during discussion • Literature Circle Worksheet • Observation of students • Discussion during closing • Extended Activities • Post-assessment	• Pre-assessment • Answers and comments during discussion • Literature Circle Worksheet • Observation of students • Discussion during closing • Extended Activities • Post-assessment	• Pre-assessment • Answers and comments during discussion • Literature Circle Worksheet • Observation of students • Discussion during closing • Extended Activities • Post-assessment
Evaluate activities	*Evaluate activities*	*Evaluate activities*

INDIVIDUAL ACCOUNTABILITY

For homework, students will be able to create a project of their choice, demonstrating comprehensive knowledge in all areas of the literature circle discussion. The homework should include a summary of at least one main point from each role in the team.

Ideas include:

- A mock **class newspaper** that Cara might produce, focusing on the issues raised in the novel.
- A student version of the **1st Amendment** showing how it applies in the novel.
- Mr. Larson's **resume** showing his experience and education, explaining how he became the teacher he was.
- A **diorama** depicting an important scene from the novel.

Learning About Newspapers

Name_____

Group Name_____

Group Evaluation-Rate Your Team

Directions: Rate how well your group worked together on a five-point scale.

	Yes		With help		Not really
Did each group member complete his or her role?	5	4	3	2	1
We took turns sharing ideas and listening to each other.	5	4	3	2	1
We worked well together.	5	4	3	2	1
I enjoyed doing this activity.	5	4	3	2	1
I learned a lot about school newspapers, my group, and myself.	5	4	3	2	1

If my group could have done **one** thing differently on this project it was…

_____

Learning About Newspapers

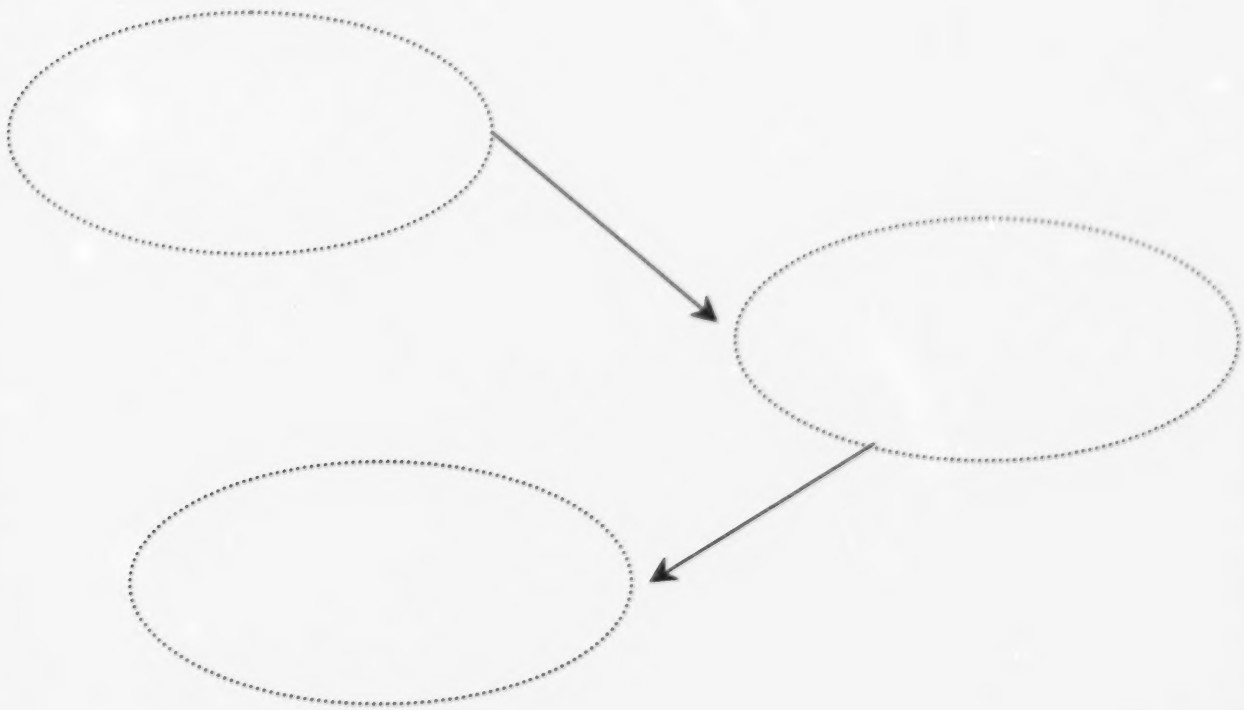
Name_____

Group Name_____

Assignment: Pages_____ to _____

The Foreign Travel Correspondent

- Your job is to follow the story path or travels of the main character as she grows and develops in the novel.
- Graph the plot twist and turns below to show how the effects of one event or action influence another.



Learning About Newspapers

Name_____

Group Name_____

Assignment: Pages_____ to _____

THE FACT CHECKER/CONNECTOR

- Your job is to make connections or "checking" between the reading material and everyday life.
- You will look towards their own personal experience as well as the experiences of others. Your contributions can come in the form of influence from friends, family, school or the community.

"BRING IT ON HOME"

I know just how _____felt when _____-

_____ happened. That happened to

me once, too. It made me feel like_____

_____.

Some of the things from today's reading that are familiar to me are:

1. _____
2. _____
3. _____
4. _____
5. _____

Learning About Newspapers

Name_____

Group Name_____

Assignment: Pages_____ to _____

The Editor/Director

- You are in charge of creating discussion questions for the group. They should be open-ended, issue-oriented questions that focus on the broad concepts or "Big Kahuna Ideas" in the novel.
- There are no right or wrong answers. Your role is to start a lively discussion and debate about the issues that are raised in the novel.

Big Kahuna Idea #1

_____

Big Kahuna Idea #2

_____

Big Kahuna Idea #3

_____

Big Kahuna Idea #4

_____

Learning About Newspapers

Name_____

Group Name_____

Assignment: Pages_____ to _____

The Wordsmith

- The Wordsmith is responsible for pickings out words that he/she may think are unusual, unclear, or just different.
- In the boxes below, write down the words you would like to study and find out more about.

Wordsmith WORD	Page number	What I think it might mean	The Dictionary Definition

- Introduce the words to the rest of the group by having them guess what they might mean.
- After they have tried to guess, tell them the dictionary definition. Then talk about why the author might have chosen the words that he did and also why the Wordsmith chose the words from the reading.

Learning About Newspapers

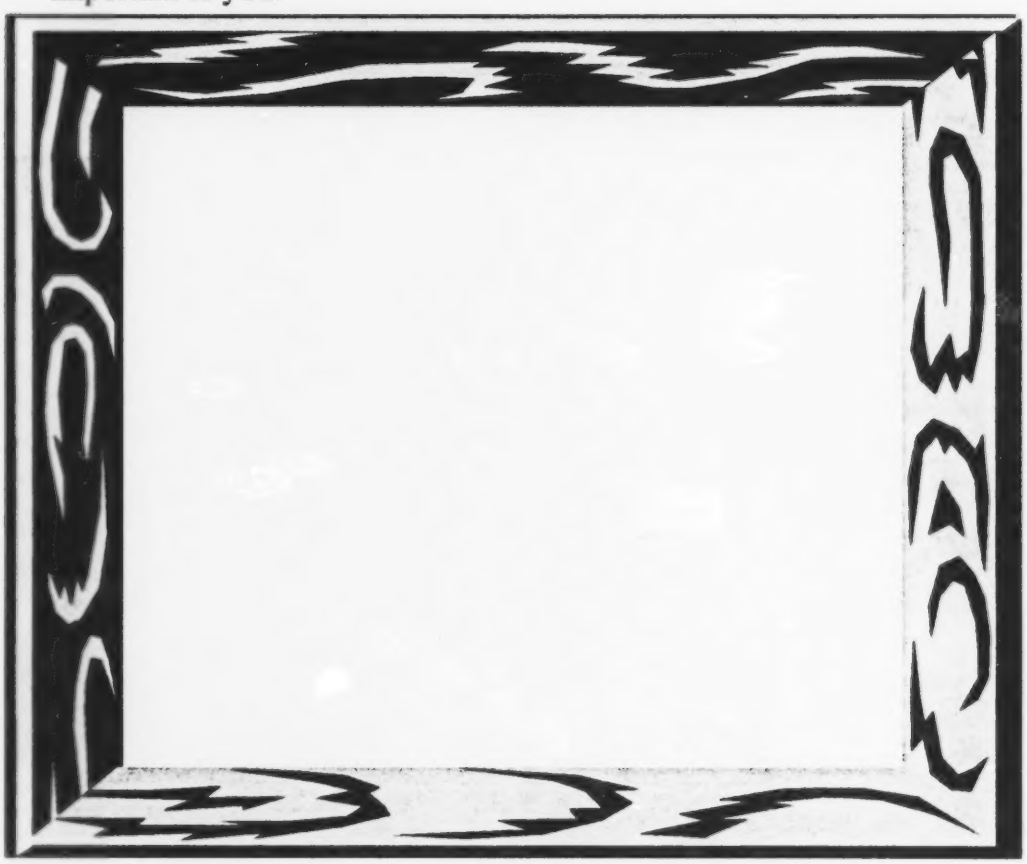
Name_____

Group Name_____

Assignment: Pages_____ to _____

The Artist

- You are in charge of drawing pictures that relate to both the entire novel and the specific passages that are being read during the assignment.
- Present your picture to the rest of the group and try to let them guess what the picture is capturing.
- Tell the group why you chose to draw the scene you did and why it is important to you.



Learning About Newspapers

Culminating Experience
Creating A Class Newspaper

Learning About Newspapers

The Culminating Event ...

Creating A Class Newspaper

Producing a class newspaper as a culminating project is a very real world, useful authentic assessment. It functions as a comprehensive culminating project for the unit and is also a very effective review of all the principles that were covered in the unit. Having the student's produce a product gives me a fair and reliable way to check on their understanding of the important principles of newspaper publications in a very meaningful way.

Learning About Newspapers

Students will need to work at multiple levels of Bloom's cognitive development to produce their class newspaper.

- **Knowledge** must be utilized to know exactly what needs to be done; an example would be the 5 W's in reporting.
- **Comprehension** must be shown as the information is interpreted by the students to produce the paper.
- **Application** is the primary focus, when the facts and interpretation of that knowledge is applied to produce the authentic assessment newspaper product.
- **Analysis** is evidenced by students distinguishing between important and irrelevant facts and information.
- **Synthesis** is shown as the students assemble the physical newspaper product into an actual document.
- **Evaluation** would be shown as the students justify a position or argument they have taken in the Op-Ed section of the newspaper product.

The student direction sheet is attached.

Learning About Newspapers

Culminating Project- Student Direction Sheet

During our **Learning About Newspapers** unit we have studied:

- The history of the newspaper industry
- The functions and responsibilities of the different departments in a newspaper publishing company
- And how a newspaper is put together to create a final product

Now you are going to get the opportunity to produce your own group newspaper! The purpose of this assignment is to see if you have grasped the principles of newspaper publishing in a meaningful and applicable way.

You will be working in class for the next week with four other students to produce your own newspaper. The specifics of the project include:

→ Headlines must be succinct and direct
→ Editorial stories must show objective reporting
→ Opinion pieces should be backed up with sound arguments
→ Masthead and front page must show formal balance and design theory
→ Name of paper must be compelling and professional

Each person in your team will assume a role of either Editor, Reporter, Layout Artist, Photographer or Circulation Director. I will distribute a disposable camera, red grease pen, spiral notebook, layout paper and green banker's visor to each team to complete their project. I will meet with each team during the work sessions to monitor your progress and make sure everyone is contributing to the production of the final product.

Each team will be responsible for determining what their newspaper will look like and what stories it will feature. At the end of the weeklong work session, each team will present their paper to the class. They will explain and defend their decisions for why their newspaper product turned out the way it did.

After the culminating project has been reviewed we will have newspaper boxes and "Newsies" located around the school. Each newspaper team will be responsible for selling their newspaper product to their "school readers".

A rubric for evaluation of the product is attached.

Rubric for Culminating Project

	Content	Mechanics
100% Excellent	Superb overall newspaper product. Effective, attention- getting headlines, sharp lead and five W's clearly covered. Professional layout and design. Strong editing skills exhibited. Photographs greatly enhance and support news stories. Outstanding circulation efforts. Equal group participation.	Excellent organization and thought process. Very few or no technical errors.
90% Professional	Great overall newspaper product. Skilled and professional articles. Good headlines, focused leads and most of five W's covered. Photographs enhance stories. Editing skills are focused. Circulation efforts are well thought out.	Good organization and thought process. Few technical errors.
80% Apprentice	Generally acceptable newspaper product. Satisfactory stories. Admissible headlines and leads. At least three of five W's covered. Editing skills shown but not strong. Photographs do not support articles well. Circulation design exhibited but not strong.	Adequate organization. Contains several technical errors.
70% Novice	Poor newspaper product. Incomplete articles. Weak headlines and leads. Two of five W's covered. Insufficient editing skills exhibited. Photographs do not support stories. Circulation efforts minimal.	Weak organization. Numerous technical errors.

EXTRA!

EXTRA!

READ ALL ABOUT IT!

Ms. Black's 5th grade class is producing a real newspaper, just for our school. Find out about all the best new movies, what's good for lunch next week and see a picture of Principal Riggs when he was only ten years old! Yikes. We will be selling our paper on Friday morning in the gym before school and in the cafeteria at lunch.

It's Hot Off The Press...

So, pick up your copy this Friday!
Be informed, and find out what's going on at **your** school!

EXTRA!

EXTRA!

READ ALL ABOUT IT!

Dear Staff and Valued Family Members,

As most of you already know, our fifth grade class has been working very hard on our Learning About Newspapers Social Studies Curriculum Unit. Now, we are getting ready to produce an actual weekly newspaper for our school. The students have been very busy interviewing their sources for articles, writing stories, editing copy, taking pictures and laying out the newspaper product.

Our newspaper will go on sale this Friday morning, please join me in supporting this outstanding effort.

- Take a few minutes and read some of the articles, you'll be glad you did!
- Talk to the students about the great effort they've put forth.

You might even be surprised at what you can learn in the newspaper...

Best Regards,

Narda C. Black
5th grade Teacher,
Bates Elementary School

This certificate proudly shows that

_____

has successfully completed the

Learning About Newspapers
Social Studies Curriculum Unit.

They have proven themselves to be
an exemplar…

_____

And fully deserves all of the honors and
recognition that has been bestowed upon them.
Congratulations!

_____

Narda C. Black,
5th grade Editor-In-Chief

Learning About Newspapers

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Learning About Newspapers

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Video

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Learning About Newspapers

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www.nie.org The Newspaper In Education Website

http://www.record-eagle.com/nie The Traverse City Record Eagle Website

http://www.naa.org The Newspaper Association of America Website

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